

*Public District School Board Writing Partnership*

Social Sciences and Humanities

# Course Profile

## **Individuals and Families in a Diverse Society**

Grade 12

University/College Preparation

HHS4M

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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### **Acknowledgments**

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## Course Overview

### Individuals and Families in a Diverse Society, HHS4M, Grade 12, University/College Preparation

**Policy Document:** *The Ontario Curriculum: Grade 11 and 12, Social Sciences and Humanities, 2000.*

**Prerequisite:** Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

## Course Description

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

## Course Notes

In writing this course, the writers for the Public School Board and the writers for the Catholic School Board collaborated on the general sequencing of units, number of units, and the organization of the overall and specific expectations.

It is strongly recommended that teachers follow the order in which the units are presented in this course profile because of the sequential nature of the learning. Often, prior knowledge from previous units and activities is assumed and required to proceed with the activities. This curriculum is designed to allow students to gain insights into some of the issues of human growth and development; thus providing students with the opportunity to explore the impact of these issues on individuals, families, and society as a whole. Subsequently, they will be able to make the connections among individuals, families, the community, and society within a global perspective, with reference to human growth and development. Social science research and inquiry skills are introduced in the unit where they are first applied, and they are repeated and developed throughout the course. The overall and specific expectations are listed for each unit in the cluster where they are taught. For the developed unit, the overall expectations and the corresponding specific expectations are stated at the beginning of each activity within that unit.

**Note:** When a specific expectation has more than one segment, be sure to address only the segment that is being focused on in that particular cluster/activity. Specific expectations are repeated throughout the course to reinforce a particular concept; thus, ensuring that content connections are made throughout the course. The culminating activity exemplifies this by incorporating the “enduring understandings” of the course; thus, providing students with an opportunity to apply the key concepts/issues relating to individuals and families, which have been emphasised throughout the course. The independent study will begin in Unit 1 and be completed in Unit 4.

Inclusiveness of all aspects of ethnicity, race, culture, gender, ability, socio-economic status, age, appearance, beliefs, sexual orientation, and family composition is the cornerstone of this course. The teacher should review school board policy on equity. They must be sensitive to a variety of religious beliefs, as well as the ethnic and cultural customs of their students; thus, making changes to their teaching/learning strategies to address the needs of their student population. Similarly, the teacher must be sensitive to the variety of socio-economic levels and family structures of their student body and be prepared to make adjustments to the learning experiences and resources as needed. This course deals with many sensitive issues with reference to individuals and families; thus, the students’ reactions to these issues must be anticipated and respected. The teacher should be prepared for potential student disclosures and be prepared to work with school counsellors who may be able to provide referrals to the appropriate professionals or services within their community.

The activities in this course take into account the variety of students represented and their abilities, backgrounds, interests, and learning styles. Accommodation for, or adaptations of, the expectation(s) for exceptional students and other students who receive special education programs or services will be made by the teacher in accordance with the student’s Individual Education Plan (IEP) in assisting the student to learn.

In this course, students learn how to work effectively with others, to develop team skills, to use effective communication skills, and to use research and analytical skills, all of which are transferable to their postsecondary destination and ultimately to the career of their choice. These skills are also essential for students in their everyday lives as empathic citizens and future parents/care givers within our Canadian and global society. Students are provided with guidelines for research ethics, which include issues such as observation protocol, legislation, and policies regarding confidentiality, and the administration of interviews/surveys. Students should also be instructed to respect an individual’s choice to respond to an interview/survey question with “no comment” or “no response at all” as a valid answer.

To maintain the principles of sound pedagogy, accommodations must be made so students maintain their dignity with respect to race, level of ability, income, or language proficiency. The teacher should foster a positive atmosphere accepting of the individual’s uniqueness, values, and needs.

The suggested hours for the units are guidelines based on the approach taken by the writers. A teacher may adjust the timelines to meet the needs of students, school, and/or community.

Although this course was written for adolescents in grade 12, it could be adapted for adult students.

### Units: Titles and Time

Unit 1	An Approach to the Study of Individuals and Families	15 hours
Unit 2	Individuals in a Diverse Society	25 hours
Unit 3	Intimate Relationships and Marriage in a Diverse Society	25 hours
Unit 4	Parent Child Relationships in a Diverse Society	25 hours
* Unit 5	Individuals and Families from Mid-to-Late Adulthood	20 hours

\* This unit is fully developed in the Course Profile.

### Unit Overviews

#### Unit 1: An Approach to the Study of Individuals and Families

**Time:** 15 hours

#### Unit Description

Students explore family definitions, structures, and roles within various historical and cultural origins. Theoretical frameworks for studying the family are examined from the disciplines of sociology, psychology, and anthropology. Students are introduced to social science research methods to investigate issues that affect individuals and families in a diverse society. **Note:** The independent study begins in this unit. Each student determines a topic and formulates a research question.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1.1 3 hours	GCV.01, GCV.02, ISV.01, GC1.01, GC2.01, IS1.01	Knowledge/ Understanding	<b>Introduction to the Family:</b> Definitions of family Sociological, psychological and anthropological perspectives Family structures and related terminology Family functions and roles Development of research questions

1.2 3 hours	GCV.01, GCV.02, ISV.01, ISV.04, GC1.01, GC2.02, IS1.03	Thinking/ Inquiry Application	<b>Historical and cultural perspectives of individuals and families:</b> Demographic trends Historical /cultural overview of family Research methods: conducting an interview Informal interview of an individual from a different generation
1.3 3 hours	ISV.02, IS2.02	Application	<b>Theoretical viewpoints:</b> Structural functionalism Conflict Symbolic interactionism Systems Exchange Ecological Family development Feminist Students apply one of the theoretical frameworks to a real life situation
1.4 6 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.01, IS2.01, IS2.03, IS3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Introduce social science research methods and independent study:</b> Introduction Identifying topics Formulating a research question Evaluate research information to determine its validity Overview of independent study

## Unit 2: Individuals in a Diverse Society

**Time:** 25 hours

### Unit Description

An understanding of individual development is gained through the exploration of a variety of related theories. Historical and ethnocultural understandings of the origins of contemporary individual lifestyles, socialization patterns, and family roles are developed. Students undertake an analysis of current issues and trends relating to the young adult. They use social science research skills to enhance their learning.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
2.1 3 hours	PRV.01, GCV.01, PR1.01, PR1.02, GC1.01	Knowledge/ Understanding	<b>The Life of Individuals</b> Individual vs. Family Roles Decision making Cultural variations
2.2 4 hours	SOV.01, SCV.01, ISV.03, SO1.01, SO1.03, SC1.03, IS3.01	Application	<b>Individual Development</b> Understanding development theories and developmental tasks Identify theoretical viewpoints Write an argument

2.3 5 hours	SCV.01, ISV.01, ISV.02, SC1.01, SC1.02, SC1.03, IS1.03, IS2.02	Thinking/Inquiry Application	<b>The Individual in Society: Social Trends and Social Challenges</b> Current trends related to the life patterns of individuals Impact of social challenges and changes on individual development Effect of the social system on individual development Access demographic information from databases, data analysis, preparing tables and charts
2.4 5 hours	SOV.01, PRV.01, GCV.01, SCV.01, ISV.01, ISV.03, ISV.04, SO1.02, PR1.03, GC1.02, GC1.03, SC1.01, IS1.02, IS1.03, IS1.04, IS3.01	Thinking/Inquiry Communication	<b>Male and Female Roles</b> Historical view Cultural view Educational attainment Occupational attainment Social science research paper on gender roles
2.5 8 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.02, IS1.04, IS2.01, IS3.02, IS3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	<b>Independent Study: Secondary Research</b> Investigate research question Understanding abstracts Begin reference list in correct format Find data to answer the research question Write a review of literature

### Unit 3: Intimate Relationships and Marriage In a Diverse Society

**Time:** 25 hours

#### Unit Description

Students analyse and evaluate theories about mate selection. The legal aspects of marriage are presented and examined. An overview of the historical, religious, and cultural perspectives of marriage is given. The students learn the skills, attitudes, and behaviours necessary to build satisfying and lasting relationships. Current issues, such as divorce, power/abuse, and alternatives to marriage are explored.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
3.1 5 hours	SOV.01, SOV.02, PRV.02, GCV.02, SCV.02, ISV.02, SO1.03, SO2.01, SO2.02, PR2.01, PR2.02, GC2.03, SC2.03, IS2.02	Knowledge/ Understanding	<b>Becoming a Couple:</b> Intimate relationships Mate selection, attraction theories Effective relationships Marriage and the law Marital roles Developmental tasks Essay supporting a theoretical viewpoint relating to one of the topics

3.2 7 hours	SOV.02, GCV.02, SCV.01, SCV.02, ISV.03, ISV.04, SO2.01, GC2.03, SC2.01, SC2.02, SC2.03, IS3.01	Thinking/ Inquiry	<b>Historical, Cultural Perspectives of Marriage and Intimate Relationships:</b> Traditional and non-traditional relationships Demographic trends Marriage customs Arranged vs. free-choice marriages Mixed marriages Role of institutions Case Study analysis
3.3 5 hours	SOV.02, PRV.02, SO2.01, SO2.03, PR2.02, PR2.03, PR2.04	Thinking/ Inquiry	<b>Marital Satisfaction:</b> Marital adjustment Factors affecting satisfactory relationships Communication Conflict resolution Negotiation
3.4 3 hours	SCV.01, SCV.02, SCV.04, ISV.01, ISV.02, ISV.03, ISV.04, SC1.01, SC2.02, SC2.04, IS1.04, IS2.02, IS3.01	Thinking/ Inquiry Application	<b>Issues and Trends in Intimate Relationships and Marriage:</b> Divorce Power/abuse Alternatives to marriage
3.5 5 hours	ISV.01, ISV.02, ISV.03, ISV.04, IS1.03, IS1.04, IS2.03, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Independent Study: Primary Research</b> Primary research methods, e.g., interviews, surveys, questionnaires, observation, experiment, etc. Research ethics Collecting and reporting of data gained in primary research Apply one of the primary methods to the investigation of their research question

#### **Unit 4: Parent Child Relationships in a Diverse Society**

**Time:** 25 hours

##### **Unit Description**

Students examine and explore the development of the parent-child relationship. Students use knowledge of family theories gained in Unit 1 to analyse information from both a psychological and sociological perspective. Issues, such as the role of parents and children in the family, socialization patterns, and parenting practices are examined within the contexts of various cultural perspectives and historical periods. Current issues such as divorce, reproductive technology, teen parenting, and child abuse are investigated in order to speculate on the significance of these trends for individual and family development. Upon completion of their independent study unit, students demonstrate effective use of current technology in the communication of their independent study.

**Unit Overview Chart**

<b>Cluster</b>	<b>Learning Expectations</b>	<b>Assessment Categories</b>	<b>Focus</b>
4.1 2 hours	SOV.03, GCV.03, SO3.02, GC3.01	Knowledge/ Understanding	<b>Becoming a Parent: Historical and Cultural Perspectives and Theoretical Viewpoints</b> Theoretical viewpoints Demographic trends and patterns in various cultural and historical periods
4.2 5 hours	PRV.03, SCV.03, ISV.01, ISV.03, ISV.04, PR3.01, SC3.01, SC3.02, IS1.04, IS3.01	Thinking/ Inquiry	<b>Becoming a Parent: Current Issues</b> Childbearing decisions Financial costs of childbearing and childrearing Childless couples Teen Parents Reproductive Technology Using available technology students investigate one of the above topics and write a brief research report
4.3 5 hours	SOV.03, PRV.03, GCV.03, SCV.03, SO3.02, PR3.02, PR3.03, GC3.03, SC3.04	Thinking/ Inquiry Application	<b>The Parental Role In the Development and Socialization of Children</b> Theoretical viewpoints, e.g., social and learning theories, etc. Historical, cultural, and religious variations in parental roles Parenting styles Role of other caregivers, e.g., extended family Division of responsibility for childrearing Other socializing agents, e.g., schools, media, peer groups, religion
4.4 6 hours	SOV.03, GCV.03, ISV.01, SO3.01, GC3.02, IS1.03	Thinking/ Inquiry Application	<b>Parent-Child Relationships and the Development and Socialization of Children</b> Theoretical viewpoints, e.g., symbolic interactionism and attachment theory Cultural and historical roles of children Childrearing practices Observation report on parent-child relationships
4.5 4 hours	SCV.03, SCV.04, ISV.01, ISV.04, SC3.02, SC3.03, SC3.05, SC3.06, SC3.07, IS1.04	Thinking/ Inquiry	<b>Current Issues</b> Divorce, custody, and separation Family violence and abuse Children’s rights Foster care/Adoption Teen parenting Working mothers Economic stability Students investigate an agency that supports parents and children in their community and give a report of their findings to the class

4.6 3 hours	ISV.01, ISV.02, ISV.04, IS1.01, IS1.02, IS1.03, IS1.04, IS2.01, IS2.03, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Independent Study: Pulling it all Together</b> Introduction including statement of research question Review of literature, secondary research Research methods, description of primary research methods Summary of findings of primary research Comparison of results of primary and secondary research An accounting of the similarities and differences between primary and secondary research Conclusion Reference list Appendices: copy of primary research method, e.g., questionnaire, survey, observation report, etc. Results of primary research, charts, graphs, etc.
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## Unit 5: Individuals and Families from Mid-to-Late Adulthood

**Time:** 20 hours

### Unit Description

Students analyse theories and research related to individuals and families ranging from mid-to-late adulthood. Students take into consideration diversity in personal and family roles as well as the roles of social institutions. Many important life issues that occur from mid-life through to death are examined. Students come to understand that at this stage in life we revisit some earlier issues from a different perspective. The final activity in this unit is designed to be one part of the culminating activity for the course.

### Unit Synopsis Chart

Activity/Time	Learning Expectations	Assessment Categories	Tasks
5.1 Diversity 5 hours	GCV.01, GCV.02, ISV.01, ISV.02, GC1.01, GC1.02, GC1.03, GC2.01, IS1.03, IS2.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Diversity Later in Life: A cross-cultural and historical perspective</b> Family forms and functions Personal/Family roles Changes in labour force participation (retirement) Panel discussion on diversity later in life
5.2 Developmental Tasks 7 hours	SOV.01, SCV.01, SO1.01, SO1.02, SO1.03, SC1.01, SC1.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Developmental Tasks Later in Life</b> Life patterns/developmental tasks Individual development: gender differences Theoretical viewpoints Impact of social institutions on development later in life

5.3 Changes in Intimate Relationships  5 hours	SOV.02, SCV.02, ISV.02, ISV.03, ISV.04, SO2.01, SO2.03, SC2.02, SC2.03, IS2.01, IS3.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Changes in Intimate Relationships Later in Life</b> Traditional vs. Non-traditional roles Changes in individual role expectations Current issues e.g., cohabitation, divorce, remarriage, homosexuality, job loss, and death - Non-traditional families - Social institutions e.g., religion, law, media, family and government support systems
5.4 Social Changes and Challenges  3 hours	PRV.01, PRV.03, SCV.01, PR1.01, PR1.02, PR1.03, PR3.03, SC1.01, SC1.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Social Changes and Challenges</b> - Grand-parenting: role expectations and conflict - Longevity - Health issues
5.5 Course Culminating Activity 0 hours, take home assignment	ISV.01, ISV.02, ISV.03, ISV.04, IS1.01, IS1.02, IS1.03, IS1.04, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	<b>Course Culminating Activity</b> - Students apply a theoretical perspective to life by writing an essay showing its application to an individual or family throughout life

### Teaching and Learning Strategies

The teacher needs to use the most appropriate methods and materials to help students achieve the expectations as outlined in their IEPs. The teacher must be cognizant of the needs of ESL/ELD students and make the appropriate adjustments to teaching/learning strategies. A variety of strategies involving a range of sectors within the local community are recommended throughout the course. Practical experiences, simulations, and application of knowledge and theories related to individuals and families provide students with opportunities to apply their understandings to their families, the broader community, and society in general.

As a University/College Preparation course, the teaching/learning strategies emphasize critical thinking and problem-solving skills. As well, the development of social science research and independent skills through concrete applications of the theoretical material covered within the course are stressed, which allows students to build on prior learning. Students have the opportunity to continue to improve their ability to work in teams, to develop consensus-building skills, and to respect the opinions and ideas of others. A variety of teaching/learning strategies are encouraged to meet the different learning styles of students that enable them to meet the course expectations and to set the stage for adult learning. Some examples of strategies that could be used in this course include: analysing information, brainstorming, case studies, child-parent observations, class discussion, collaborative/cooperative learning, computer assisted learning, evaluating information, debates, demonstrations, homework, independent study, interviews, issues based analysis, jigsaw, mind mapping, note making, presentations, problem-solving strategies and models, reflective writing, report writing, role playing, scenarios, simulation games, dramatizations, Socratic lessons, student/teacher conferencing, surveys, think/pair/share, and viewing and analysing TV programs and/or videos about issues related to individuals and families. This list is in no way inclusive of all of the appropriate teaching/learning strategies available for the teacher to use in the classroom.

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## Assessment & Evaluation of Student Achievement

The improvement of student learning is the primary purpose of assessment and evaluation. It must be congruent with the assessment and evaluation principles of *Program Planning and Assessment, 2000*.

Methods of evaluating student achievement are as follows:

- *Diagnostic*: occurs at the beginning of a term, a unit of study or whenever information about prior learning is useful.
- *Formative*: occurs during learning, ongoing feedback to the teacher and students about quality of learning and the effectiveness of instruction.
- *Summative*: usually carried out at the end of a learning process; may include feedback and evaluation.

The nature of the expectations in this course allows for students to apply the knowledge and skills that they gain throughout the course. Students must 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. Some examples of strategies are paper-and-pencil tests, performance tasks, oral presentations/multimedia presentations, research projects, portfolios, reports and reflections of student observations, and analysis of information. Examples of assessment tools are checklists, marking schemes, and rubrics.

Seventy per cent of the grade will be based on assessment and evaluations conducted throughout the course. Thirty per cent of the grade will be based on the final evaluation. It should be suitable to the course content, and it is to be administered towards the end of the course. The final evaluation could include one or more of the following examples: written examination, performance task, essay, oral examination, oral report or presentation, social science research project, and/or case study application.

## Accommodations

The teachers using this Course Profile should be acquainted with Individual Education Plans (IEPs) for exceptional students and other students who receive special education programs or services in order to make necessary accommodations. The teachers should consult individual student IEPs for specific direction on accommodation for individuals. For most exceptional students, the learning expectations are the same as, or similar to, the expectations outlined in the curriculum policy document.

Accommodations, such as specialized supports and services, are provided to help students meet the expectations.

Some examples of accommodations for students with special needs are as follows: oral testing; oral reporting; using a scribe for written work; demonstration of skill; peer tutor; simplified instructions; presentations on tape, disc, or CD; flexible timelines; making changes to handouts, instructions and project guidelines; arrangement of student groupings by teacher; and enrichment activities. The Special Education teachers are excellent supports in this area, and their expertise should be sought.

Adaptation of the course for ESL/ELD students should reflect the knowledge and skills, which these students possess. They may need extra support to acquire English language and/or basic literacy skills. Teachers should use the expertise of ESL/ELD staff for assistance in meeting the needs of these students.

There is a wide range of teaching/learning strategies available to teachers. Teachers are encouraged to expand teaching strategies in order to best meet the needs of all students and accommodate different learning styles.

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## Resources

A variety of resources that could be used in this course to meet the needs of students is provided; however it is not expected that teachers would use all of the resources listed.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

## Textbooks

Baker, Maureen. *Families: Changing Trends in Canada*, 4th ed. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07862-115-2

Baker, Maureen and Janet Dryden. *Families in Canadian Society*, 2nd ed. Toronto: McGraw- Hill Ryerson, 1995. ISBN 0-07551-366-8

Jarman, Frederick E. and Susan Howlett. *The Living Family: A Canadian Perspective*. Toronto: John Wiley & Sons, 1991. ISBN 0-471-79618-2

Meiklejohn, P., A Yeager, and Lenore Kuch, eds. *Today's Family: A Critical Focus*. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1990. ISBN 0-029-53999-4

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Balakrishnan, T.R., E. Lapierre-Adamcyk, and K. Krotki. *Family and Childbearing in Canada: A Demographic Analysis*. Toronto: University of Toronto Press, 1993. ISBN 0-80207-356-5

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- Brubaker, Timothy, ed. *Family Relations: Challenges for the Future*. Newbury Park, CA: Sage, 1993. ISBN 0-80393-945-0
- Bruer, J. *The Myth of the First Three Years: A New Understanding of Early Brain Development and Life Long Learning*. New York: The Free Press, 1999. ISBN 0-68485-184-9
- Burr, W., S. Klein, and Associates. *Re-examining Family Stress: New Theory and Research*. Thousand Oaks: Sage Publishing, 1994. ISBN 0-80394-930-8
- Burt, S., L. Code, and L. Dorney, eds. *Changing Patterns: Women in Canada*. Toronto: McClelland and Stewart, Inc., 1993. ISBN 0-77102-854-7
- Burguiere, A., C. Klapisch-Zuber, M. Segalin, and F. Zonabend, eds. *A History of the Family*. Oxford: Polity Press, 1996. ISBN 0-74561-543-0
- Carter, B. and M. McGoldrick. *The Expanded Family Life Cycle: Individual, Family and Social Perspectives*, 3rd ed. Boston: Allyn & Bacon, 1999. ISBN 0-20520-009-5
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## Audio-Visual Resources

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- A Love that Kills*. Montreal: National Film Board, 1999. 20 min., C9199188
- Adolescent and Adult Development*. Magic Lantern, 2001. 28 minutes, 432-31-962VHS
- Africa's Children*. Magic Lantern, 2000. 57 minutes, 1494-31-100VHS
- Disciplining Kids: Without Screaming or Scolding*. Illinois: The Learning Seed, 1996. 20 min., 213
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- Early Adulthood: Parenthood*. McIntyre Media, 1999. 29 minutes, 520020-61R2
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- Help Your Child Make Good Decisions*. McIntyre Media, 2000. #ST0926-21R2
- How Boys and Girls Differ: The First Six Years*. Illinois: The Learning Seed, 20 min., #2001135-61R2
- How Families Differ*. McGraw-Hill. 8:30 min., 0-02-637712-8
- Impacts of Single Parenting*. McGraw-Hill. 14min. 0-020637713-6
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- Late Adulthood: Death, Dying & Bereavement, and Widowhood*. McIntyre Media, 1999. 29 minutes 520027-61R2.
- Late Adulthood: Retirement and Options for Living*. McIntyre Media, 1999. 29 minutes, 520026-61R2
- Late Adulthood: The Social Convoy*. McIntyre Media, 1999. 29 minutes, 520025-61R2
- Middle Adulthood: Intimate Relationships and the Sandwich Generation*. McIntyre Media, 1999. 29 minutes, 520024-61R2
- Middle Adulthood: Midlife Crisis?* McIntyre Media, 1999. 29 minutes, 520023-61R2
- Middle Adulthood: Physical Development*. McIntyre Media, 1999. 29 minutes, 520022-61R2
- Multiple Choices Series 1 to 5*. National Film Board of Canada. Montreal, 1995 series of numbers – 113C9195093 – 113C9195097
- Personality Theories*. Magic Lantern, 2001. 28 minutes, 432-31-936 VHS
- Prime Time News: What's A Family*. Canadian Broadcasting Corp., 1993.
- Raising Responsible Children*. Fort Erie: Houghton Mifflin Co., Sunburst Division, 2000. 47 min.
- Sexual Harassment Stop It Now*. Magna Systems Inc., Mod 53, 1-800-203-7060
- Shaking, Hitting, Spanking. "What to do Instead!"* Illinois: The Learning Seed, 1995. 23 min., 203
- So You Want to Be a Parent?* Toronto: Marlin Motion Pictures, 1995.
- Styles of Parenting*. Illinois: The Learning Seed, 1996. 20 min., 189
- Teen Adult Conflict: Working It Out*. McIntyre Media, 1998. #ST2630-21R2
- Teenage Stress: It's Manageable*. Sunburst. McIntyre Media. #ST4104-21R2

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*The Marriage Partnership.* McGraw Hill, 2000. 19 min., 0-07-824655-5  
*The Spanking Controversy.* Illinois: The Learning Seed. 17 min., 243  
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*Understanding Underachievers.* Meridian Educational Corporation. McIntyre Media, 2000. #700410-61R2  
*Warning Signs....A Look at Teenage Violence.* McGraw Hill, 2000. 23 min., 0-07-824671-7  
*Working Marriage Partners.* McGraw-Hill. 12 min., 0-02-637717-9  
*Working Parents.* “Balancing Kids and Careers.” Illinois: The Learning Seed, 1992. 25 min.  
*Your Place in the Family.* Illinois: The Learning Seed. 23 min.

## Websites

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

American Psychological Association – <http://www.apa.org>  
Caledon Institute of Social Policy – <http://www.caledoninst.org>  
Canada.com – <http://www.canada.com>  
Canadian Association of Gerontology – <http://www.cagacg.ca>  
Canadian Careers. Com – <http://www.canadiancareers.com/index.html>  
Canadian Council on Social Development – <http://www.ccsd.ca>  
Canadian Home Economics Association – <http://www.chea-acef.ca>  
Canadian Living Magazine – <http://www.canadianliving.com>  
Chatelaine Magazine – <http://www.chatelaine.com>  
Cool Women: Take Back the Night Marches – <http://coolwomen.org>  
Early Years Study (Dr. Mustard report) – <http://www.childsec.gov.on.ca>  
Epinions.com (consumer buying decisions) – <http://www.epinions.com>  
Government of Canada Services – <http://www.hc-sc.gc.ca> – <http://www.servicecanada.gc.ca>;  
– <http://www.statcan.ca>  
Family.com – <http://www.family.go.com/>  
Family and Consumer Science Resources Catalogue – <http://www.glencoe.com> - Available books and resources on parenting and related issues  
Films for the Humanities and Social Sciences – <http://www.films.com>  
Ministry of Education. Prospects: Ontario Guide to Career Planning – <http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>.  
Myers-Briggs Online – <http://www.knowyourtype.com>  
National Action Committee on the Status of Women – <http://www.nac-cca.ca>  
National Council of Welfare – <http://www.ncwcnbes.net>  
Ontario Human Rights Commission – <http://www.ohrc.on.ca>  
Ontario Publications – <http://www.publications.gov.on.ca>  
Some resources on child services, agencies, and publications regarding families in Ontario. Parenting concerns, issues, and information. – <http://www.abcparenting.com>  
Parents: America’s Family Magazine – <http://www.parents.com>  
REAL WOMEN – <http://www.realwomenca.com>

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Statistics Canada: Teenage Pregnancy Trends – <http://www.statcan.ca/english/kits/preg1.htm>  
Status of Women Canada – <http://www.swc-cfc.gc.ca>  
The National Clearinghouse on Family Violence – <http://www.hc-sc.gc.ca/hppb/familyviolence/>  
The Vanier Institute of the Family – <http://www.vifamily.ca>  
The White Ribbon Campaign – Men working to end men’s violence against women  
– <http://www.whiteribbon.ca>  
Today’s Parent: Canada’s Parenting Magazine – <http://todaysparent.com>  
True Colors Services – <http://www.truecolors.org>

### **Human and Community Resources**

Additional assistance with course content may be obtained from valuable contacts within the community including: guidance counsellors, child and youth workers, social workers, marriage counsellors, college and university liaison officers, local Early Years Centres, local Ministry of Human Resources personnel, local company human resources personnel, staff at nursing and retirement homes, staff at community care access centres, other teachers, and former students.

### **Magazines and Journals**

Angus Reid Group. *The State of the Family in Canada*. Ottawa: Canada Committee for the International Year of the Family, 1994.

*Canadian Home Economics Journal*. Ottawa, Ontario: Canadian Home Economics Association, CHEA National Office, 901-151 Slater Street, Ottawa, Ontario, K1P 5H3. Phone 613-238-8819. Published quarterly.

*Canadian Social Trends*. Toronto, Ontario: Her Majesty the Queen in Right of Canada available from Thompson Educational Publishing, Inc., 14 Ripley Avenue, Suite 105, Toronto, Ontario, Published quarterly.

Daly, Kerry. *It Keeps Getting Faster: Changing Patterns of Time in Families*. The Vanier Institute of the Family, 2000.

Gillies, Anne, et al. *Power and Violence In Intimate and Trust Relationships: Dismantling a Global Barrier to Development*. Home Economics Teaching Resource File. Canadian Home Economics Association Development Education Program, 1994.

*Families and Health Publication Series*. The Vanier Institute of the Family, 2001.

*Journal of Marriage and the Family*. Minneapolis, Minnesota: The National Council of Family Relations, 3989 Central Avenue Northeast, Suite 550, Minneapolis, Minnesota, U.S.A. 55421. Phone 763-781-9931. Published quarterly. M6S 3N9. Phone 416-766-2763

*New Internationalist*. Markham: Ontario. Phone 1-800-661-8700.

*Parenting in a Culturally Diverse Society: A Manual for Facilitators*. Ottawa: Parent Resource Centre.

Peterat, Linda, et al. *Work: Children, Women, and Men in Families*. Home Economics Teaching Resource File. Canadian Home Economics Association, 1991.

Sauve, Roger. *The Current State of Canadian Family Finances: 2000 Report*. The Vanier Institute of the Family, 2001.

Schroeder, Linda, ed. *Expanding Global Horizons*. Home Economics Teaching Resource Activity File. Manitoba Home Economics Teachers’ Association and Canadian Home Economics Association, 1996.

*The Progress of Canada’s Children Into the Millennium*. Canadian Council on Social Development, 1999. ISBN 0-88810-489-8

*Transitions*. Ottawa, Ontario: The Vanier Institute of the Family, 94 Centrepoint Drive, Ottawa, Ontario, K2G 6B1. Phone 613-228-8500. Published quarterly available online.

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## OSS Considerations

Individuals and Families in a Diverse Society is part of the family studies program described in *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000*. It is designated as a University/College Preparation course designed to equip students with the knowledge and skills necessary to meet the entrance requirements for university and college programs. The Individuals and Families in a Diverse Society curriculum presents a broad range of expectations that provide students with both the theoretical and the practical skills needed for living satisfying and productive lives as independent and responsible members of society. To meet the requirements of the Ontario Secondary School Diploma, students can use the course as an additional compulsory credit, or as one of their twelve optional credits.

This University/College Preparation course allows students to broaden their knowledge of individuals and families, benefiting themselves, their families, and their community. The understanding of the historical and cultural perspectives of individuals and families, as well as the awareness of familial theories and their applications provides students with the knowledge and skills needed for postsecondary education. Through a variety of learning activities, students develop their research, critical thinking, communication, interpersonal, and practical skills. In learning to critically analyse issues relating to individuals and families, students need to be mindful of social justice issues that are prevalent in our society. An investigation by social justice issues that promotes a just, equal, and compassionate environment for all should prepare students to contribute to society.

Although written for adolescents in Grade 12, this course could be adapted for adult students. While the practical skills will be similar, the content may need to be adjusted to be relevant to adults.

Students also have the opportunity to enhance their computer knowledge and skills, e.g., Internet usage, word processing, creation of graphs, etc., as they use their social science research skills to complete class assignments and projects. Students may elect to create multi-media presentations.

This course explores aspects of various careers as they relate to individuals and families and is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. As all students enrolled in this course have taken the Grade 10 Careers course and are in a Teacher Advisory Program, teachers should investigate cross-curricular situations. Teachers could also advise students of how they might apply the theory and practical applications they have learned in class through Cooperative Education. Students who intend to pursue a higher education in programs such as child and youth care, early childhood education, social work, teaching, nursing, medicine, family law, family counselling, gerontology, speech pathology, sociology, or psychology may want to have some experience in a real life setting.

Violence prevention through awareness and learning is an important aspect of this course. A number of the expectations deal with family violence and surrounding issues. By engaging students in meaningful discussions we can raise consciousness and understanding of these sensitive issues.

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## **Coded Expectations, Individuals and Families in a Diverse Society, Grade 12, University/College Preparation, HHS4M**

### **Self and Others**

#### **Overall Expectations**

**SOV.01** · analyse theories and research on the subject of individual development, and summarize their findings;

**SOV.02** · analyse theories and research on the subject of the development of and the psychological tasks connected with intimate relationships, and summarize their findings;

**SOV.03** · analyse theories and research on the subject of parent–child relationships and their role in individual and family development, and summarize their findings.

#### **Specific Expectations**

##### **Individual Development**

**SO1.01** – describe the development of individuals at different stages of life, drawing on a variety of developmental theories (e.g., Erikson’s, Gilligan’s, Kohlberg’s, Levinson’s, Piaget’s, Sheehy’s);

**SO1.02** – analyse several viewpoints on similarities and differences in male and female development and on the impact of those differences on the roles individuals play (e.g., Levinson’s, Buss’s);

**SO1.03** – evaluate emerging research and theories (e.g., brain research, evolutionary psychology, feminist theories, theories on aging) explaining the developmental tasks of individuals at various stages of life.

##### **Intimate Relationships and Marriage**

**SO2.01** – demonstrate an understanding of the role of intimate relationships in the lives of individuals and families, considering the similarities and differences for males and females, and traditional and non-traditional relationships;

**SO2.02** – describe the findings of research on attraction and the development of intimate and love relationships in contemporary Canadian society (e.g., Fisher’s study of childbearing in Canada);

**SO2.03** – summarize current research on factors influencing satisfaction within enduring couple relationships (e.g., the impact of children, finances).

##### **Parent–Child Relationships**

**SO3.01** – describe the development of parent–child relationships, drawing on a variety of theories (e.g., social exchange theory, symbolic interactionism);

**SO3.02** – explain several theoretical perspectives on the role of the parent in the development and socialization of children (e.g., learning theory, social role theory), and describe supporting evidence from published research.

### **Personal and Social Responsibilities**

#### **Overall Expectations**

**PRV.01** · analyse decisions and behaviours related to individual role expectations;

**PRV.02** · explain decisions and behaviours related to role expectations in intimate relationships;

**PRV.03** · analyse decisions and behaviours related to parental and care-giver role expectations, including the division of responsibilities for childrearing and socialization.

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## Specific Expectations

### Individual Roles

**PR1.01** – describe the various roles of individuals in society and the potential for conflict between individual and family roles (e.g., workplace role versus parental role);

**PR1.02** – summarize the factors that influence decisions about individual lifestyle at various stages of life (e.g., leaving home, mid-life crisis, retirement), drawing on traditional and current research and theory (e.g., structural functionalism, feminist theory);

**PR1.03** – summarize the factors that influence decisions about educational and occupational choices at various stages of life.

### Roles in Intimate Relationships and Marriage

**PR2.01** – explain initial role expectations in intimate relationships on the basis of theories of attraction (e.g., evolutionary psychology, stimulus-value-role theory);

**PR2.02** – explain the role negotiation required for effective relationships at various stages of life (e.g., birth of a child, “launching” of adult children), drawing on a variety of theoretical perspectives (e.g., systems theory, conflict theory);

**PR2.03** – identify factors that are detrimental to maintaining satisfying relationships (e.g., infidelity, financial difficulties) and explain strategies for communicating and negotiating to maintain satisfying relationships;

**PR2.04** – summarize research on the causes and nature of conflict, and evaluate strategies for managing and resolving conflict in intimate relationships (e.g., decision making, problem solving, negotiating).

### The Parental Role

**PR3.01** – explain the factors that influence decisions relating to childbearing (e.g., whether or not to have children, how many to have, at what intervals to have them);

**PR3.02** – evaluate parenting styles and strategies for achieving developmental and socialization goals, using socialization theories as criteria;

**PR3.03** – analyse the division of responsibility for childrearing and socialization, and the interaction of care-givers (e.g., mother, father, siblings, non-custodial parent, grandparents, child-care workers).

## Diversity, Interdependence, and Global Connections

### Overall Expectations

**GCV.01** · explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles;

**GCV.02** · analyse changes that have occurred in family structure and function throughout the history of the family;

**GCV.03** · analyse socialization patterns and the roles of children and parents in various historical periods and ethnocultural contexts.

### Specific Expectations

#### Diverse Roles of Individuals

**GC1.01** – describe the diversity in personal and family roles of individuals in various cultures and historical periods;

**GC1.02** – analyse male and female roles in various societies and historical periods, taking into consideration societal norms and ideals, individuals’ perceptions of roles, and actual behaviours;

**GC1.03** – analyse changes in labour-force participation, taking into consideration male and female participation rates, child labour, retirement, and the impact of work on socialization.

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## **Family Diversity**

**GC2.01** – explain changing family forms and functions in various societies throughout history, and describe contemporary family forms;

**GC2.02** – analyse factors influencing the transition of the family from an economic unit to a psychological unit (e.g., industrialization, feminism, employment of women);

**GC2.03** – analyse the historical and ethnocultural factors affecting variations in mate-selection, marriage customs, and marital roles.

## **Variations in Parent–Child Relationships**

**GC3.01** – describe patterns and practices in childbearing in various cultures and historical periods (e.g., reasons for having or not having children, age and marital status of parents, family size and spacing of children, adoption, foster care);

**GC3.02** – analyse the roles of children in the family and society in various cultures and historical periods, taking into consideration expectations for pace of development, rites of passage, participation in education or labour, and the nature of parent–child relationships;

**GC3.03** – identify cultural, historical, and religious variations in parental roles, childrearing practices, and the role of the extended family and society in childrearing.

## **Social Challenges and Social Structures**

### **Overall Expectations**

**SCV.01** · analyse current issues and trends relevant to individual development, and speculate on future directions;

**SCV.02** · analyse current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families;

**SCV.03** · analyse current issues and trends affecting childrearing and socialization, and speculate on the changing role of children;

**SCV.04** · demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships.

### **Specific Expectations**

#### **Individual Development**

**SC1.01** – describe current perceptions, opinions, and demographic trends relating to the life patterns of individuals (e.g., life expectancy, educational attainment, labour-force participation, income), and speculate on the significance of these trends for individual development;

**SC1.02** – explain the impact on individual development and decision making of social changes and challenges (e.g., AIDS, emerging communication technologies, the increase in non-family households, cultural diversity) and life events (e.g., illness, infertility, disability, unemployment, death, divorce);

**SC1.03** – demonstrate an understanding of the effect of various aspects of social systems on individual development (e.g., legal requirements, such as age restrictions; economic factors; educational opportunities; employment trends; availability of social support).

#### **Intimate Relationships and Marriage**

**SC2.01** – describe current perceptions, opinions, and demographic trends relating to intimate relationships, and speculate on the significance of these trends for individual and family development;

**SC2.02** – analyse current issues relating to intimate relationships (e.g., cohabitation, delayed marriage, divorce, interracial marriage);

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- SC2.03** – identify the role of various social institutions (e.g., family, law, religion, economy, government) with respect to intimate relationships (e.g., definition of spouse, rights and obligations of spouses, social support);
- SC2.04** – demonstrate an understanding of the cycle of violence in intimate relationships and of strategies for avoiding and responding to violence in relationships.

### **Parent and Child**

- SC3.01** – describe current perceptions, opinions, and demographic trends relating to childbearing and childrearing (e.g., birth rate, age at childbearing, number of children, age at leaving home), and speculate on the significance of these trends for parent–child relationships;
- SC3.02** – explain the impact that current issues relating to parents and children (e.g., adoption, educational concerns, foster care, genetic testing and selection, infertility and fertility treatment, teen parents) have on the bearing and rearing of children;
- SC3.03** – evaluate opinions and research on the subject of working mothers and related issues (e.g., the impact of child care on children’s socialization and development, the balance between family and workplace responsibilities, policies and social planning for child care in Ontario and Canada);
- SC3.04** – identify the role that different types of social institutions and systems (e.g., school, media, peer group, medicine, religion) have in the rearing and socialization of children;
- SC3.05** – demonstrate an understanding of the nature, prevalence, and consequences of child abuse, and describe strategies and programs that would facilitate its prevention and remediation;
- SC3.06** – summarize current research on the effects of divorce on child development and socialization;
- SC3.07** – summarize the impact of economic and political instability (including war) and migration on child development and socialization.

## **Research and Inquiry Skills**

### **Overall Expectations**

- ISV.01** · use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- ISV.02** · access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;
- ISV.03** · analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;
- ISV.04** · communicate the results of their inquiries effectively.

### **Specific Expectations**

#### **Using Research Methodology**

- IS1.01** – formulate research questions and develop hypotheses reflecting specific theoretical frameworks;
- IS1.02** – select and access secondary sources reflecting a variety of viewpoints (e.g., academic texts; research reports and journals, such as the *Canadian Journal of Home Economics*, *Family Relations*, and the *Journal of Marriage and the Family*; demographic reports; videos; sources accessed by current information technology);
- IS1.03** – demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research (e.g., interviews, surveys and questionnaires, observation, experiment);
- IS1.04** – use appropriate current information technology (e.g., CD-ROM, the Internet, e-mail) to access or transmit information (e.g., conduct surveys or interviews).

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### **Organizing and Analysing Information**

**IS2.01** – evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;

**IS2.02** – identify and respond to the theoretical viewpoints (e.g., family systems theory, social-exchange theory, feminist theories), the thesis, and the supporting arguments of materials found in a variety of secondary sources;

**IS2.03** – effectively use current information technology (e.g., spreadsheet and graphing software) to compile quantitative data and present statistical analyses of data (e.g., percentage, mean, distribution) or to develop databases.

### **Communicating Results**

**IS3.01** – distinguish among, and produce examples of, the following: an essay arguing and defending personal opinion; a reaction paper responding to another person’s argument; a research paper reporting on an original investigation;

**IS3.02** – conduct an independent study of an issue concerning individuals or families in a diverse society, and report the results, using social science format and documenting sources accurately, using appropriate forms of citation (e.g., those recommended by the American Psychological Association);

**IS3.03** – demonstrate effective use of current technology to facilitate the production and communication of a research paper.

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## Unit 5: Individuals and Families from Mid-to-Late Adulthood

**Time:** 20 hours

### Unit Description

Students analyse theories and research related to individuals and families ranging from mid-to-late adulthood. Students take into consideration diversity in personal and family roles as well as the roles of social institutions. Many important life issues that occur from mid-life through to death are examined. Students come to understand that at this stage in life we revisit some earlier issues from a different perspective. The final activity in this unit is designed to be one part of the culminating activity for the course.

### Strands & Learning Expectations

**Strand(s):** Self and Others; Personal and Social Responsibilities; Diversity, Interdependence and Global Connections; Social Challenges and Structures; Research and Inquiry Skills

**Overall Expectations:** SOV.01, SOV.02, PRV.01, PRV.03, GCV.01, GCV.02, SCV.01, SCV.02, ISV.01, ISV.02, ISV.03, ISV.04.

**Specific Expectations:** SO1.01, SO1.02, SO1.03, SO2.01, SO2.03, PR1.01, PR1.02, PR1.03, PR3.03, GC1.01, GC1.02, GC1.03, GC2.01, SC1.01, SC1.02, SC1.03, SC2.02, SC2.03, IS1.01, IS1.02, IS1.03, IS1.04, IS2.01, IS2.02, IS2.03, IS3.01, IS3.02, IS3.03.

### Planning Notes

Teacher Awareness

- Be sensitive to the gender, ethno-cultural, socio-economic, and religious diversity within the class in selection and preparation of resources.
- Be sensitive to the fact that not all students live in similar family situations.
- Be sensitive to students' feelings about their families.
- Consider special education accommodations required to meet the needs of exceptional students (IEPs).
- Resources that would be of benefit to all activities are listed only once in Activity 5.1.
- Resources specific to a particular activity are listed with each activity.

### Accommodations

**Note:** The following apply to all the activities in this unit.

- Main ideas and new information should be mapped out and organized via charting, blocking, graphing, categorization, paraphrasing, and highlighting.
- The teacher provides templates for note taking for students with special needs.
- Groups may be predetermined in order to meet the needs of all students.
- A range of materials should be offered in any language-based activity.
- Whenever possible, vocabulary lists should be made available.
- Context clues and related vocabulary should be discussed.
- Reading material should be the subject of follow up to clarify students' difficulties.
- Instead of a class discussion, students could write a reflective journal entry about the implications of diversity on the future of aging in Canada (T/L S 6).
- As an extension, students could visit financial institutions, or have a guest speaker describe how to prepare for retirement (T/L S 7).
- As outlined in IEPs.

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## Activity 5.1: Diversity

**Time:** 5 hours

### Description

In this activity, students compare today's aging Canadian families with aging families of the past. They identify and explain future trends in order to understand that family forms in later adulthood are diverse. The differing personal and family roles associated with each of the three stages of later adulthood are investigated. Changes in labour force participation as they pertain to retirement are examined. Students summarize information elicited from a panel of guest speakers from the community, to describe diversity later in life.

### Strand(s) & Learning Expectations

**Strand(s):** Diversity, Interdependence, and Global Connections; Research and Inquiry Skills

#### Overall Expectations

GCV.01 - explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles;

GCV.02 - analyse changes that have occurred in family structure and function throughout the history of the family;

ISV.01 - use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;

ISV.02 - access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society.

#### Specific Expectations

GC1.01 - describe the diversity in personal and family roles of individuals in various cultures and historical periods;

GC1.02 - analyse male and female roles in various societies and historical periods, taking into consideration societal norms and ideals, individuals' perceptions of roles, and actual behaviours;

GC1.03 - analyse changes in labour-force participation, taking into consideration male and female participation rates, child labour, retirement, and the impact of work on socialization;

GC2.01 - explain changing family forms and functions in various societies throughout history, and describe contemporary family forms;

IS1.03 - demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research;

IS2.03 - effectively use current information technology to compile quantitative data and present statistical analyses of data or to develop databases.

### Prior Knowledge & Skills

Students have:

- knowledge and skill of Internet search methods;
- knowledge of the expectations for journal entries.

### Planning Notes

The teacher:

- previews all Internet sites before using them with students;
- prepares overheads with similar information if Internet is not available to students;
- prepares a chart for student use (T/L S 1);

- gathers current information about the varying ways in which people ‘retire.’ Increasingly people retire in ways not anticipated a generation ago, e.g., disability retirement pensions. More and more retirement is gradual although not necessarily smooth, e.g., early retirement, re-employed part-time in the same kind of work, or different, less-skilled work, as a way to supplement retirement income and to meaningfully use time among early retired adults. (T/L S 5);
  - books computer lab time (T/L S 6, 7);
  - prepares resources that deal with the reasons for retirement and adjustment to retirement (T/L S 7);
  - contacts individuals ranging in age and gender to participate in a panel discussion (T/L S 8);
- Note:** if insufficient computer facilities, students may work in pairs or small groups to complete (T/L S 1; T/L S 6; T/L S 7).

### Teaching/Learning Strategies

1. a) Aging Canadian families are shaped by a variety of factors and life experiences. Students are introduced to this final unit of study by completing a chart that compares aging families of today with aging families of the past. They identify future projections and explain the changing trends. Students use a textbook and the Internet for reference.

	Past Statistics	Current Statistic	Future Projection	Explain trend
Age distribution of population				
Life expectancy of Canadian seniors				
Geographic distribution				
Economic status				
Health status				
Living arrangements				

- b) Students choose one factor and display the past and current statistics in a graph and write a qualitative (narrative) statement to summarize their findings.
- a) Students describe a typical family with older people 50 years ago. Information in the description includes: living arrangements, health, financial status, and employment.
  - b) Students describe two generations of their own family or a family they know well. They include information about living arrangements, health, financial status, and employment in their description. Students may volunteer to share their family portrait with the class.
  - c) In a large group, the descriptions created in T/L S 2a and T/L S 2b are consulted to reaffirm that Canadian family forms are very diverse and have changed throughout history.
3. Students identify individuals in TV shows, magazine ads, songs, movies, or pieces of literature that they consider to be “older.” Describe the people in each of these groups, noting their characteristics and behaviour and highlight male/female differences.
4. The teacher introduces three stages of later adulthood: middle age, young-old, and old-old. Students then place all of the individuals in the previous activity into one of the three groups. Students create a working definition of each group, recognizing that aging is not necessarily chronological. Consider aspects such as physical, emotional, social, and financial well-being.

Middle Age	Young-old	Old-old
- healthy - employed - children at home, or leaving home	- healthy - vigorous - has accumulated resources	- major physical impairments related to aging - major mental impairments related to aging - social losses

5. Students expand on the chart (T/L S 4). They brainstorm the personal/family roles that they expect to occur in each of the three groups. Students identify working roles, care-giving roles, and social roles.

Middle Age	Young-old	Old-old
- employed - nearing retirement - caring for older parent - maintaining social relationships - saving money for retirement	- newly retired - caring for an aging parent or dependent - actively involved in interests/hobbies - adapting to grand-parenting role	- retired - may need care from children - may need financial support - suffer social losses

6. Canadians families over the age of 65 vary greatly. They have a wide variety of experiences that make it virtually impossible to describe a “typical” family. Students read an article on diversity and complete the chart below. (See suggested resources)

Sources of Diversity	Notes
Geography	
Ethnicity	
Gender	
Kinship Ties	
Technology	

- b) As a class, students discuss the implications that these sources of diversity have on the future of aging families.
7. a) Students complete a questionnaire entitled, “When I Retire.” Students compare their responses with a statistical portrait of Canadian workers who retire and Canadian Labour Force Characteristics by Age and Sex (See suggested sites in Resources). Possible retirement questionnaire questions include: age, reason, living arrangements, yearly income, hobbies, and physical condition.
- b) Students consult the Internet and read a chapter section or an article to determine the reasons why people retire and how they adjust to retirement. They compose point form notes on their findings in their notebook.
- c) Students write reflectively in their journals including the following information: Are your responses to the questionnaire typical of the responses you read about? Why do you think there are significant differences in labour force participation for males and females in the 65-and-over category and the 55-and-over category? What impact does illness, financial status, and improved communication and technology have on retirement today?
8. The teacher invites a panel of individuals (both male and female) ranging in age from mid-to-late adulthood to discuss diversity later in life. Speakers describe their life at the moment. The speakers identify the influence that experiences such as geography, ethnicity, gender, kinship ties and technology have had on their life. What issues do they face? Are they still working? Why did they retire or not retire?
9. a) Students draw a pictorial representation that depicts the lives of each of the panel members. The pictorial representation should reflect and define the important relationships and influences in the individual(s) life at the current moment.

- b) Students then write a one-page journal entry describing what they have learned about diversity from mid-to-late adulthood. Information is included on demographic trends, individual roles, and labour force participation.

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Journal Entry (T/L S 7)	Checklist	Formative	Knowledge/Understanding Thinking/Inquiry Communication
Pictorial Representation/ Journal (T/L S 9)	Marking Scheme Checklist	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

### Resources

#### Print

Cornman, J M. and E.R Kingson. "Trends, Issues, Perspectives, and Values for the Aging of the Baby Boom Cohorts." *Gerontologist*. V. 36 N. 1 (Feb 1996): 15-26.

Gutheil, I.A. "Introduction: The Many Faces of Aging: Challenges for the Future." *Gerontologist*. V.36 n.1 (Feb 1996): 13-14.

Hayes, B.C. and A. Vanden Heuvel, "Attitudes toward Mandatory Retirement: An International Comparison." *International Journal of Aging & Human Development*. V.39 n.3 (1994): 209-31.

Marcil-Fratton, N. and J. Legare. "Will reduced fertility lead to greater isolation in old age for tomorrow's elderly?" *Canadian Journal on Aging*. (1992): 54-70.

#### Books

Angus Reid Group. *The State of the Family in Canada*. Ottawa: Canada Committee for the International Year of the Family, 1994.

Baker, Maureen. *Aging in Canadian Society*. Toronto: McGraw-Hill Ryerson Limited, 1988. ISBN 0-07-54173-7

Baker, Maureen. *Families: Changing Trends in Canada*, 3rd ed. Toronto: McGraw-Hill Ryerson, 1996. ISBN 0-07-552872-4

Baker, Maureen. *Families: Changing Trends in Canada*, 4th ed. Toronto: McGraw-Hill Ryerson, 2001. ISBN 0-07-862115-2

Bahr, S. *Family Research: Sixty-Year Review 1930-1990*, Vol. 1. Toronto: Maxwell MacMillan Canada, 1991. ISBN 0-669-21927-4

Bahr, S. *Family Research: Sixty-Year Review 1930-1990*, Vol. 2. Toronto: Maxwell MacMillan Canada, 1991. ISBN 0-669-21928-2

Carter, B. and M. McGoldrick, ed. *The Expanded Family Life Cycle: individual, family, and social perspectives*, 3rd ed. Boston: Allyn and Bacon, 1999.

Carter, C. and M. McGoldrick. *The Changing Family Life Cycle: A Framework for Family Therapy*, 2nd ed. Bridgeport: Gardner Press, 1988.

Duffy, A. and J. Momirov. *Family Violence: A Canadian Introduction*. Toronto: James Lorimer and Company, Publishers, 1997. ISBN 1-55028-582-3

Duvall, Evelyn M. and Brent C. Miller. *Marriage and Family Development*, 6th ed. New York: Harper Collins Publishers, Inc., 1985. ISBN 0-06-041826-5

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- Eichler, M. *Family Shifts: Families, Policies, and Gender Equality*. Toronto: Oxford University Press, 1997. ISBN 0-19541-250-8
- Elliot, F.R. *Gender, Family and Society*. Hampshire: Macmillan Press, 1996. ISBN 0-33352-430-6
- Eshleman, J. Ross and Susannah J. Wilson. *The Family*, 3rd ed. Toronto: Pearson Education Canada, 2001.
- Evans and Leitenberg. *Family Issues From the Senior Issues Collection*. Toronto: McGraw-Hill Ryerson, 1995–1996. ISBN 0-07-551696-9
- Foot, David. *Boom, Bust and Echo*. Toronto: Irwin Publishing, 1999. ISBN 55199-0296
- Foot, D. and D. Stoffman. *Boom, Bust, and Echo 2000: Profiting from the Demographic Shift in the New Millennium*. Toronto: MacFarlane Walter and Ross, 1998. ISBN 1-55199-029-6
- Fox, Bonnie J., ed. *Family Patterns, Gender Relations*, 2nd ed. Don Mills: Oxford University Press, 2001.
- Hareven, T. *Families, History, and Social Change*. Boulder, Colorado: Westview Press, 2000. ISBN 0-81339-079-6
- Henslin, J.M. *Marriage and Family in a Changing Society*, 4th ed. Toronto: Maxwell Macmillan Canada, 1992. ISBN 0-02914-475-2
- Kelman, S. *All in the Family: A Cultural History of Family Life*. Toronto: Viking, 1998. ISBN 0-67086-656-3
- Laurer, Robert. *Marriage and Family: The Quest for Intimacy*, 4th ed. McGraw-Hill, 2000. ISBN 0-070236163-8
- Mandell, Nancy and Ann Duffy. *Canadian Families: Diversity, Conflict and Change*. Toronto: Harcourt Brace & Company, 1995. ISBN 0-77473-409-4
- Mason M., A. Skolnick, and S. Sugarman. *All Our Families: New Policies for a New Century*. New York: Oxford University Press, 1998. ISBN 0-19510-832-9
- McAdams, D. and E. de St. Aubin. *Generativity and Adult Development: How and Why We Care For the Next Generation*. Washington, D.C.: American Psychological Association, 1998. ISBN 1-55798-470-0
- Newman, David M. *Sociology of Families*. Thousand Oaks, Calif.: Pine Forge Press, 1999.
- Sasse, Connie R. *Families Today*, 3rd ed. U.S.A.: Glencoe/McGraw-Hill, 2000. ISBN 0-02-643278-1
- Snyder, John J. *Marrying for Life: The Challenge of Creating a Lasting Friendship*. Saratoga, CA: R&E Publishers, 1993. ISBN 0-1-56875-039-0
- Tepperman, L., S.J. Wilson, and S. Badin. *Next of Kin: An International Reader on Changing Families*. Toronto: Prentice-Hall, 1993. ISBN 0-13617-564-3
- The Vanier Institute of the Family. *Canadian Families*. Ottawa: International Year of the Family, 1994. ISBN 0-919520-49-9
- The Vanier Institute of the Family. *Profiling Canadian Families II*. Ottawa: Vanier Institute of the Family, 2000.
- Vaz-Oxlade, G. *Divorce: A Canadian Woman's Guide*. Prentice-Hall, 2000. ISBN 0-13-026534-9
- Wallerstein, Judith S. and Sandra Blakeslee. *The Good Marriage: How and Why Love Lasts*. New York: Warner Books, 1995.
- Weiss J. *To Have and To Hold: Marriage, the Baby Boom and Social Change*. Chicago: The University of Chicago Press, 2000. ISBN 0-22688-671-9
- Wilson, J., ed. *Individuals and Families in a Diverse Society*. Toronto: McGraw Hill Ryerson, 2002. ISBN 007090958-X

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## Websites

### (Specific to Activity One)

Family Life: Past, Present, Future – [www.vifamily.ca/tm/294/1.htm](http://www.vifamily.ca/tm/294/1.htm)

Introduction: The Changing Character of Aging Families – [www.vifamily.ca/cft/aging/intro.htm](http://www.vifamily.ca/cft/aging/intro.htm)

Perspectives on Labour and Income December 2001: Canadian Labour Force Characteristics by Age and Sex – [www.statcan.ca](http://www.statcan.ca)

Sources of Diversity: Geography, Ethnicity, Gender, Kinship Ties and Technology – [www.vifamily.ca/cft/aging/diversity.htm](http://www.vifamily.ca/cft/aging/diversity.htm)

The Daily Wednesday Sept 19, 2001 – [www.statcan.ca](http://www.statcan.ca) -articles available for downloading

National Council on Welfare – [www.ncwcnbes.net](http://www.ncwcnbes.net)

Ontario Publications – <http://www.publications.gov.on.ca>

The Vanier Institute of the Family – <http://www.vifamily.ca>  
articles available for downloading

### General

American Psychological Association – [www.apa.org](http://www.apa.org)

Caledon Institute of Social Policy – <http://www.caledoninst.org>

Canada.com – <http://www.canada.com>

Canadian Association of Gerontology – <http://www.cagacg.ca>

Canadian Policy Research Network – [www.cprn.org](http://www.cprn.org)

Government of Canada Services – <http://www.hc-sc.gc.ca>, <http://www.servicecanada.gc.ca>,  
– <http://www.statcan.ca> (contains an order form of “Inventory of social statistics and graphics” that can be purchased. These statistics are cross-referenced with the curriculum.)

Ontario Publications – <http://www.publications.gov.on.ca>

The Vanier Institute of the Family – <http://www.vifamily.ca>

### **Video**

*A Late Frost*. Canada, Kinetic Video, 1993. 55 min. Order number 3834/2010

*Late Adulthood: Retirement and Options for Living*. Toronto: McIntyre Media, 1999. 29 min.  
Order number 520026 - 61R2

*Late Adulthood: Death, Dying Bereavement and Widowhood*. Toronto: McIntyre Media, 1999. 29 min.  
Order number 520027 - 61R2

*Life Stages and Hurdles, Part 1: Seniors*. Canada: Magic Lantern Communications, 1993. 25 min.  
Order number 957-31-103026

*Middle Adulthood: Physical Development*. Toronto: McIntyre Media, 1999. 29 min.  
Order number 520022-61R2

*Middle Adulthood: Midlife Crisis*. Toronto: McIntyre Media, 1999. 29 min. Order number 520023-61R2

*Middle Adulthood: Intimate Relationships and the Sandwich Generation*. Toronto: McIntyre Media,  
1999. 29 min. Order number 520024-61R2

*Late Adulthood: The Social Convoy*. Toronto: McIntyre Media, 1999. 29 min.  
Order number 520025 - 61R2

*Seniors*. Canada: Magic Lantern Communications, 1997. 25 min. Order number 957-31-105024

*Standing Still*. Canada: National Film Board of Canada, 1998. 20 min. Order number 113C9198054

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## Activity 5.2: Developmental Tasks

**Time:** 7 hours

### Description

In this activity, students analyse the aging Canadian family. The developmental tasks associated with mid-to-late adulthood and the gender differences that exist are identified. Students participate in a simulation to gain a realistic impression of what it is like to grow older. Developmental theories related to aging are analysed and students apply knowledge of the theories by creating a case study. The role of social institutions is examined as students reflect on the services available in their own community. As the final component of this activity, students research a community agency and present their findings to the class in an electronic format.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others, Social Challenges and Social Structures

#### Overall Expectations

SOV.01 - analyse theories and research on the subject of individual development, and summarize their findings;

SCV.01 - analyse current issues and trends relevant to individual development, and speculate on future directions.

#### Specific Expectations

SO1.01 - describe the development of individuals at different stages of life, drawing on a variety of developmental theories;

SO1.02 - analyse several viewpoints on similarities and differences in male and female development and on the impact of those differences on the roles individuals play;

SO1.03 - evaluate emerging research and theories explaining the developmental tasks of individuals at various stages of life;

SC1.01 - describe current perceptions, opinions, and demographic trends relating to the life patterns of individuals and speculate on the significance of these trends for individual development;

SC1.03 - demonstrate an understanding of the effect of various aspects of social systems on individual development.

### Prior Knowledge & Skills

Students have:

- knowledge of effective group-work skills;
- knowledge and skills for gathering information from the Internet;
- knowledge of the expectations for journal entries;
- knowledge of and skills in producing electronic presentations.

### Planning Notes

The teacher:

- previews all Internet sites before using them with students;
- prepares charts for student use (T/L S 1, 2);
- gathers supplies for the physical changes simulation (T/L S 3);
- contacts local seniors homes and hospitals to determine if they run similar simulations, that may allow students opportunities to interact with the experts in the community (T/L S 3);
- gathers resources on theoretical frameworks related to aging (T/L S 3);
- gathers resources related to community agencies: newspapers, pamphlets, phone books (T/L S 4);
- prepares an agency evaluation chart for student use (T/L S 5);

- allots class time for students to present their community senior service agency findings (T/L S 5);
- plans student work groups to create electronic presentation (T/L S 5);
- makes alternative plans, such as, if your school has insufficient computer facilities, students may do an oral presentation, bulletin board project, poster, or pamphlet as an alternative to a power point presentation (T/L S 5);
- invites a guest speaker in to speak to the class if your community does not have a number of senior service agencies. The speaker discusses all of the benefits of the agency. Students identify each of the developmental tasks of later life addressed by this agency (T/L S 5).

### Teaching/Learning Strategies

1. a) Two of the major issues that surface at midlife are Launching and the Sandwich Generation. Students read articles and chapter sections or watch videos on each topic. They define each of the terms, and identify the physical, emotional, social, and financial tasks that are associated with each.

Sandwich Generation (**Note:** the teacher will make up a similar chart for launching)

Physical	Emotional	Social	Financial
- adjusting to 24 hour work demands	- no time for own needs	- caught between parents and kids	- problems with employers understanding increased needs for time off

- b) Students compare and contrast both the developmental tasks and the individual roles that males and females experience at midlife.
- c) Students work in small groups to identify all of the developmental tasks that occur during late adulthood.

### Late Adulthood

Physical	Emotional	Social	Financial
- adjusting to physical changes - maintaining health	- adjusting to life without a partner/mate (widowhood)	- maintaining relationships with other family members	- rely on pension for income

2. Physical Changes Simulation - Students form groups of three. Each group is given a scenario and equipment for the simulation. The teacher assigns each group different objects that represent the physical impairments that may affect individuals as a result of the aging process. Students complete a reaction paper at the end of the simulation. Before they begin, students need to be aware that the scenarios do not represent all aging adults and they need to perform the simulation with sensitivity towards others. (Appendix 2, Unit 5, Activity 5.2, T/L S 2: Physical Changes of Aging Simulation)
3. Students are divided into small groups. Working in their small groups, students choose one theoretical viewpoint to aging. They read a section about this theory and summarize key findings. Each group creates a case study that demonstrates the theoretical viewpoint. The key findings and sample case study are presented to the class. Students use this information to complete their own notes. Possible theoretical viewpoint: Life Span Approach, Disengagement Theory, Activity Theory, Continuity Theory, Exchange Theory, and Feminist Theory.
4. Students look through local phone books, newspapers, or pamphlets to identify all of the agencies in their community that offer services to families from mid-to-late adulthood. Are there any groups of people or any needs not being met in the community? e.g., retirement homes, community centres, adult day-care centres, and financial institutions.
5. Students research one community agency targeted for individuals between mid-and-late adulthood. The information researched includes: the purpose, features and attributes of the agency. Students make connections between the features of the agency and the impact it has on adult development in later life. They report their findings to the class in a 5-10 minute electronic presentation.

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### Agency Profile

Item	Description
Purpose (Mission Statement)	
Target audience: Age restrictions? Seniors groups?	
Features/Attributes - fully-equipped gym - fully trained medical staff - 24-hour nursing staff - physical therapist - home visits	
Profit/Non-profit	
Costs	
Visitor Privileges/Membership Privileges	

### Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Reaction paper T/L S 2	Marking Scheme	Summative	Thinking/Inquiry Communication
Case Study T/L S 3	Anecdotal Comments	Formative	Thinking/Inquiry Communication Application
Electronic Presentation T/L S 5	Rubric	Summative	All Categories

### Resources

#### Community/Human Resources

Active Living Centres/Directors; Financial Planner; Funeral home/Director; Gerontology nurses; Health Care Units; Home Support Service Centres/Directors; Recreation Centres/Directors; Seniors; Centres/Directors; Social Workers; Family members in the Sandwich Generation

#### Journals/Periodicals

Canetto, S. S. "Typical and Optimal Aging in Women and Men: Is There a Double Standard?" *International Journal of Aging & Human Development*, V. 40 n3 (1995):187-207.

Hamill, S. B. "Parent-Adolescent Communication in Sandwich Generation Families." *Journal of Adolescent Research*, V.9 n.4 (Oct 1994): 458-82.

Jang, G. "Autonomy of Institutionalized Elderly: Resident and staff perceptions." *Canadian Journal on Aging*, V. 11 (1992): 249-261.

Loomis, L. S., Booth, A. "Multigenerational Caregiving and Well-Being: The Myth of the Sandwich Generation." *Journal of Family Issues*, V.16 n.2 (Mar 1995): 131-48 .

Selim, J. "The Genetic Secrets of Aging." *Discover*, V. 22, I. 12 (Dec. 2001): 16.

Vanier Institute of the Family, publications – check [www.vifamily.ca/pubs/pubs.htm](http://www.vifamily.ca/pubs/pubs.htm). For updated articles on family issues.

*Wealth: What does Age Have to Do With it? A lot!* Vanier Institute of the Family. 2002.  
see [www.vifamily.ca/wealth/one.htm](http://www.vifamily.ca/wealth/one.htm).

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## Websites

Age and Sex – [www.statcan.ca](http://www.statcan.ca)

Canada's Seniors... At a Glance – <http://www.hc-sc.gc.ca/seniors-aines/pubs/poster/seniors/page1e.htm>

Family Life: Past, Present, Future – [www.vifamily.ca/tm/294/1.htm](http://www.vifamily.ca/tm/294/1.htm)

Introduction: The Changing Character of Aging Families – [www.vifamily.ca/cft/aging/intro.htm](http://www.vifamily.ca/cft/aging/intro.htm)

Perspectives on Labour and Income December 2001: Canadian Labour Force Characteristics by The Daily Wednesday Sept 19, 2001 – [www.statcan.ca](http://www.statcan.ca)

## Video

*Alzheimer's: Amanda's Choice*. Canada: Canadian Broadcasting Corporation, Order number WOF-00-03

*Beyond the Limit*. Canada: Magic Lantern Communications, 2000. 20 min. Order number 859-31-1170

*Curtain Call*. Canada: Magic Lantern Communications, 1995. 52 min. Order number 887-31-100.

*Late Adulthood: The Social Convoy*. Toronto: McIntyre Media, 1999. 29 min.

Order number 520025 - 61R2

*Late Adulthood: Retirement and Options for Living*. Toronto: McIntyre Media, 1999. 29 min.

Order number 520026 - 61R2

*Middle Adulthood: Seasons of Life Series*, Episode #4. U.S.A.: Magic Lantern Communications, 1991.

58 min. Order number 64-31-420.

*Late Adulthood: Seasons of Life Series*, Episode #5. U.S.A.: Magic Lantern Communications, 1991.

58 min. Order number 64-31-421.

## Appendices

Appendix 2 – Physical Changes of Aging Simulation - Unit 5, Activity 5.2 T/L S 4

## Activity 5.3: Changes in Intimate Relationships

**Time:** 5 hours

### Description

In this activity, students analyse intimate relationships from midlife through to late adulthood. The similarities and differences faced by individuals in traditional versus non-traditional relationships are identified. The impact that issues such as divorce, remarriage, cohabitation, alternative lifestyles, job loss, disability, mental illness, and death have on the parent-child relationship and personal development are examined. Students use current Canadian research to write an essay responding to an argument about the impact of a social institution on the intimate lives of the aging population.

### Strand(s) & Learning Expectations

**Strand(s):** Self and Others, Social Challenges and Social Structures, Research and Inquiry Skills

#### Overall Expectations

SOV.02 - analyse theories and research on the subject of the development of and the psychological tasks connected with intimate relationships, and summarize their findings;

SCV.02 - analyse current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families;

ISV.02 - access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;

ISV.03 - analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;

ISV.04 - communicate the results of their inquiries effectively.

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### **Specific Expectations**

SO2.01 - demonstrate an understanding of the role of intimate relationships in the lives of individuals and families, considering the similarities and differences for males and females, and traditional and non-traditional relationships;

SO2.03 - summarize current research on factors influencing satisfaction within enduring relationships;

SC2.02 - analyse current issues relating to intimate relationships;

SC2.03 - identify the role of various social institutions with respect to intimate relationships;

IS2.01 - evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;

IS3.01 - distinguish among, and produce examples of, the following: an essay arguing and defending personal opinion; a reaction paper responding to another person's argument; a research paper reporting on an original investigation.

### **Prior Knowledge & Skills**

Students have:

- knowledge of how to discuss sensitive issues in class;
- knowledge of journal entry expectations;
- knowledge of how to assess research for reliability, accuracy, validity, bias, stereotypes;
- word-processing skills;
- knowledge of and skills in producing a five-paragraph essay.

### **Planning Notes**

The teacher:

- previews all Internet sites before using them with students;
- prepares list of traditional and non-traditional roles for student use (T/L S 1);
- prepares charts for student use (T/L S 2, 3);
- gathers resources on issues such as divorce, remarriage, cohabitation, alternative lifestyles, job loss, disability, mental illness, and death (T/L S 3);
- sensitively prepares students for topics in later life (T/L S 3b);
- selects a video or article that deals with families dealing with the ongoing care for a physically impaired parent or spouse (T/L S 3b);
- books computer lab time (T/L S 5);
- gathers a variety of resources on social institutions (T/L S 5);
- may select the argument that students must research (T/L S 6).

### **Teaching/Learning Strategies**

1. Students are given a list of individual roles that could occur in families. They identify whether it is a "traditional" or "non-traditional" role, e.g., male cuts the lawn, male stays home to care for the children, female is the major wage earner, female makes all meals, etc.
2. Students brainstorm all of the events that could happen at midlife that might change "traditional" roles in families. When the event happens, individual expectations of self and others might change as well. Students create a case study that illustrates how one event can cause individual roles and individual expectations to change. Students may volunteer to read their case study aloud, e.g., one partner falls ill; early retirement; female partner retires before the male; male retires before female; one partner has a physical impairment; one partner develops a mental illness; adult children move back home with their own children; one partner is relocated for work.

3. a) When issues such as divorce, remarriage, cohabitation, homosexuality, job loss, disability, mental illness, and death occur later in life, there are specific concerns that arise. The dynamics of the parent-child relationship change, as well as other personal, emotional, social, and financial considerations that must be dealt with. Following an example activity (T/L S 3b), students work in a jigsaw fashion to research each issue. Students combine with a home group consisting of five members. Each member chooses one issue to research. All students researching each issue join together to form an expert group. Chapter sections, articles, the Internet, or videos may be examined to gather the information required to fill out the chart below. When all groups are finished, students return to their home groups where they share their information. Each student has a completed chart at the end of the activity.

	<b>Impact on the parent-child relationship</b>	<b>Emotional Issues</b>	<b>Social Issues</b>	<b>Financial Issues</b>
<i>Divorce</i>				

- b) Students focus on one issue as an example to demonstrate that the types of issues that occur later in life are very diverse. An example of a challenging issue that families may encounter and not be prepared for is ongoing care for a physically impaired parent or spouse. When this situation arises, there are a number of personal, social and financial issues that surface. Students view a segment of a video or read an article. In small groups, identify the struggles and obstacles that the caregivers/family members experience.
4. a) Students create a mind map outlining the role that various social institutions have on intimate relationships later in life, e.g., religion may become more important after a serious illness; laws create difficulty determining the definition of a spouse in non-traditional relationships' family may be the primary support after the death of a spouse; the community may encourage participation in events by older singles.
- b) Students use class time to develop and communicate an argument supporting or disputing one of the statements related to the role of social institutions in the lives of aging adults. They may take a statement from the mind mapping activity in Part A or from the list below. Students may consult the Internet, classroom resources, and journal articles to develop the argument. They are expected to write an essay correctly using the five-paragraph essay format defending the position supported by current Canadian research. While doing research, students should be cognizant of the credibility of the author, validity of the source, and note any evidence of bias or personal opinion, e.g., religion becomes more important after the death of a spouse; elderly people are more likely to be abused by family members; mental illness in later life is often ignored by helping professions; aging with a disability requires increased community support.

### Assessment & Evaluation of Student Achievement

<b>Task/Product</b>	<b>Tool</b>	<b>Purpose</b>	<b>Category of Achievement Chart</b>
Essay T/L S 4b	Marking Scheme	Summative	All categories

### Resources

#### Print

Aquilino, W.S. "Later Life Parental Divorce and Widowhood: Impact on Young Adults' Assessment of Parent-Child Relations." *Journal of Marriage and the Family*, V.56 n.4 (Nov 1994):908-22.

Bumpass, L. "Changing Patterns of Remarriage." *Journal of Marriage and the Family*, V.52 n.3 (Aug 1990): 747-56.

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Gottlieb, B.H. "Social support and family care of the elderly." *Canadian Journal on Aging*, V.10 (1991): 359-375.

Moen, P. "Transitions in Mid-life: Women's Work and Family Roles in the 1970s." *Journal of Marriage and the Family*, V.53 n.1 (Feb 1991): 135-50

Vanier Institute of The Family. *Transition: A Death in the Family*. Spring 2001, Vol. 31, No. 1, available to download at [www.vifamily.ca/tm/311/index.htm](http://www.vifamily.ca/tm/311/index.htm)

Vanier Institute of the Family. *Transition: A Society for All Ages*. December 1998, Vol. 28, No. 4, available to download at [www.vifamily.ca/tm/284/index.htm](http://www.vifamily.ca/tm/284/index.htm)

Vanier Institute of the Family. *Transition: Mutual Support: Give and Take in Canada's Aging Society*. September 1996, Vol. 26-3.

### **Websites**

The Ties That Bind Aging Families. – [www.vifamily.ca/cft/aging/table.htm](http://www.vifamily.ca/cft/aging/table.htm)

A Death in the Family – [www.vifamily.ca/tm/284/index.htm](http://www.vifamily.ca/tm/284/index.htm)

### **Video**

Boomers Talk About Aging. Canada: Magic Lantern Communications, 1997. 25 min.  
Order number 957-31-101008

Boomers Talk About Sexuality. Canada: Magic Lantern Communications, 1997. 25 min.  
Order number 957-31-101002

Breaking Point. Canada: Kinetic Videos, 1995. 22 min. Order number 2570/2265

Caregivers Series. National Film Board of Canada, 1997. Order number 193C9197119

If These Walls Could Talk 2. U.S.A.: Warner, 2000, 100 min.

Labour of Love. National Film Board of Canada, 1998. 44 min. Order number 113C9198004

Late Adulthood: Death, Dying Bereavement and Widowhood. Toronto: McIntyre Media, 1999. 29 min.  
Order number 520027 - 61R2

You Won't Need Running Shoes, Darling. National Film Board of Canada, 1996. 53 min.  
Order number 113C9196023

### **Appendices**

Appendix 3 – Detecting Bias - Unit 5, Activity 5.3, T/L S 4b

Appendix 4 – Marking Scheme – Essay: The role of social institutions in the lives of aging adults  
- Unit 5, Activity 5.3, T/L S 4b

## **Activity 5.4: Social Changes and Challenges**

**Time:** 3 hours

### **Description**

In this activity, students examine the grandparenting role. The ways in which differing expectations may create conflict situations are analysed. Students also examine decisions and behaviours that influence longevity later in life. Several ailments that occur in later life are researched and students identify the impacts that these ailments have on the family and recommend ways to improve the quality of life. Students create a radio advertisement that encourages individuals to lead a long and prosperous life.

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## Strand(s) & Learning Expectations

**Strand(s):** Personal and Social Responsibilities, Social Challenges and Social Structures

### Overall Expectations

PRV.01 - analyse decisions and behaviours related to individual role expectations;

PRV.03 - analyse decisions and behaviours related to parental and care-giver role expectations, including the division of responsibilities for childrearing and socialization;

SCV.01 - analyse current issues and trends relevant to individual development, and speculate on future directions.

### Specific Expectations

PR1.01 - describe the various roles of individuals in society and the potential for conflict between individual and family roles;

PR1.02 - summarize the factors that influence decisions about individual lifestyle at various stages of life, drawing on traditional and current research and theory;

PR1.03 - summarize the factors that influence decisions about educational and occupational choices at various stages of life;

PR3.03 - analyse the division of responsibility for childrearing and socialization, and the interaction of caregivers;

SC1.01 - describe current perceptions, opinions, and demographic trends relating to the life patterns of individuals, and speculate on the significance of these trends for individual development;

SC1.02 - explain the impact on individual development and decision making of social changes and challenges and life events.

### Prior Knowledge & Skills

Students have:

- brainstorming skills;
- expectations for large class discussions;
- group-work skills.

### Planning Notes

The teacher:

- previews all Internet sites before using them with the students;
- prepares charts for student use (T/L S 2, 4);
- prepares case studies for student use (T/L S 3a);
- gathers resources regarding common ailments in later life (T/L S 4);
- provides audio equipment (T/L S 5);
- allow students to provide a written copy of the radio advertisement for (T/L S 5), if the resources are not available.

### Teaching/Learning Strategies

1. Students write down the first ten words that come to mind when they hear the word “grandparent.”
2. a) Students identify the expectations that various individuals have of “grandparenting.”

	Expectations of “grandparenting”
Grandparents	
Adult Children	
Grandchildren	
Various cultural groups	
Media	

- b) As a class, discuss how the differing expectations of grandparents can create conflict. Note the impact it may have on parent-child relationships. How can conflict be diffused?
3. a) Longevity is an important topic later in life. As a class, discuss the meaning of longevity. Note that many lifestyle choices that are made when young can impact later life. Students read sample case studies and identify the factors that may affect longevity.
- Case 1: Raj started smoking when he was 15. He has smoked 1 pack per day his entire life.  
 Case 2: Ross has worked in the coal mines his entire life. He is 55 years old now.  
 Case 3: Pierre runs 5 km per day and lifts weights to build muscle mass.  
 Case 4: Genvieve is 65 years old and has never consumed any milk products.  
 Case 5: Maryanne is starting to forget things. Both her sisters have developed Alzheimer's.  
 Case 6: Shu-Lynn works two jobs and is the sole caregiver for her ailing mother.  
 Case 7: Nicoletta is 65 years old and has not visited the doctor in over 25 years.  
 Case 8: Mike dropped out of school when he was in grade ten.
- b) As a class, discuss positive lifestyle factors to help increase longevity, e.g., proper nutrition, adequate medical care, early retirement, stress management, no smoking, moderate drinking, exercise, knowledge of family history, optimistic outlook.
4. Several conditions and ailments are more prevalent later in life and may affect longevity. The key is to find out how to properly manage the condition to achieve the best quality of life. The teacher provides information on topics such as: Alzheimer's Disease, High Blood Pressure, Mental Illness, e.g., depression, bi-polar disorder, Alcoholism, Osteoporosis, Stroke, Diabetes, and Arthritis. Students work in small groups to research one ailment that relates to later life. Each group presents their findings to the class. Each student has a completed chart at the end of this activity.

	<b>What is it?</b>	<b>Statistics - how many people are affected?</b>	<b>What can be done about it?</b>	<b>Impact on quality of life</b>	<b>Impact on Family</b>
	<i>Alzheimer's disease</i>				

5. Students create a short, 60-second radio advertisement that informs individuals about how to live a long and a personally satisfying life. Include information from T/L S 3, 4. The advertisement is recorded on an audiotape and played for the class. It should be entertaining and informative. (Appendix 5, Unit 5, Activity 5.4, T/L S 5: Criterion Referenced Checklist - Radio Announcement)

### Assessment & Evaluation of Student Achievement

<b>Task/Product</b>	<b>Tool</b>	<b>Purpose</b>	<b>Category of Achievement Chart</b>
Radio Advertisement T/L S 5	Rubric	Summative	Knowledge/Understanding Thinking/Inquiry Communication

### Resources

#### Print

- Baker, Maureen. *Families: Changing Trends in Canada*, 4th ed. Toronto: McGraw-Hill Ryerson, 2001. n. 3 (1995): 239-50. ISBN 0-07-862115-2
- Fisher, B.J. "Successful Aging, Life Satisfaction, and Generativity in Later Life." *International Journal of Aging & Human Development*, V. 41
- Gladstone, J.W. "An analysis of changes in grandparent-grandchild visitation following an adult child's remarriage." *Canadian Journal on Aging*, V. 10 (1991): 113-125.
- Lafleche, G.C., D.T. Stuss, R.F. Nelson, and T.W. Picton. "Memory scanning and structured learning in Alzheimer's disease and Parkinson's disease." *Canadian Journal on Aging*, V. 9 (1990): 120-134.

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Pfeiffer, S. "The evolution of human longevity: Distinctive mechanisms?" *Canadian Journal on Aging*, V. 9 (1990): 95-103.

"Help them deal with diabetes." *Prevention*, V. 54. I. 1 (Jan, 2002): 165

### Websites

Coping and Helping With Alzheimer's Disease, March 1995 – <http://www.hc-sc.gc.ca/seniors-aines/pubs/alzheimers/alz-eng.htm>

How To Cope with Alzheimer's – [http://www.hc-sc.gc.ca/english/magazine/2001\\_01/alzheimer.htm](http://www.hc-sc.gc.ca/english/magazine/2001_01/alzheimer.htm)

Seniors with Alzheimer's Disease: Statistics - Seniors mental health

– [http://www.ontario.cmha.ca/mhic/network/winter\\_2000.pdf](http://www.ontario.cmha.ca/mhic/network/winter_2000.pdf)

– <http://www.hc-sc.gc.ca/hppb/seniors/pubs/factoids/en/no46.htm>

Hypertension – <http://www.hc-sc.gc.ca/hppb/ahi/hypertension/index.html>

On the road to Quitting – [http://www.hc-sc.gc.ca/hppb/cessation/road/self\\_diagnosis/unit2/10.html](http://www.hc-sc.gc.ca/hppb/cessation/road/self_diagnosis/unit2/10.html)

Osteoarthritis: Definition, Symptoms, and Risk Factors – [http://www.hc-sc.gc.ca/hpb/lcdc/publicat/cdic/cdic173/cd173b\\_e.html](http://www.hc-sc.gc.ca/hpb/lcdc/publicat/cdic/cdic173/cd173b_e.html)

Government of Ontario, Ministry of Health Website, Links to support organizations

– [www.gov.on.ca/MOH/english/tools/hlinks/organization.html/](http://www.gov.on.ca/MOH/english/tools/hlinks/organization.html/)

### Video

*Alzheimer's Disease*. Canada: Kinetic Video, 1997. 27 min. Order number 2285/0635

*Boomers Talk About the Search for Meaning*. Canada: Magic Lantern Communications, 1997. 25 min. Order number 957-31-101003

*Challenges for Seniors*. Canada: Magic Lantern Communications, 1998. 25 min. Order number 957-31-105029

*Depression and The Elderly*. Canada: Kinetic Video, 1990. 28 min. Order number 8299/0660

*Let Me Die*. National Film Board of Canada, 2001. 52 min. Order number 143C9100156

*Living Past A Hundred*. Canada: Kinetic Video.(no year) 52 min. Order number 2932/0635

*Parenting Part 4: Grandparents*. Canada: Magic Lantern Communications, 1994. 26 min. Order number 957-31-103031

*When Dad Becomes Grandpa*. Canada: Magic Lantern Communications, 1997. 24 min. Order number 960-31-106

### Appendices

Appendix 5 – Criterion Referenced Assessment of Radio Announcement - Unit 5, Activity 5.4, T/L S 5

## Activity 5.5: Course Culminating Task

**Time:** 0 hours

### Description

This final activity is a suggested culminating task for the course. It is recommended as a take-home component of the 30% final examination. The teacher may have students complete this component prior to the examination day, or may have students complete this component as part of the written examination on the exam date. The teacher creates a sample case study for students to analyse and explain. Students choose one theoretical viewpoint discussed throughout the course to apply it to the case study. Students write a 500-word essay that uses the theory to explain how and why the family situation occurred. This part of the exam focuses on communication skills and knowledge of theory. The remainder of the exam should cover the balance of the course.

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## Strand(s) & Learning Expectations

**Strand(s):** Self and Others; Personal and Social Responsibilities; Diversity, Interdependence and Global Connections; Social Challenges and Structures; Research and Inquiry Skills

**Overall Expectations** (Others to be determined by students' choice of topic)

ISV.01 - use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;

ISV.02 - access, analyse, and evaluate information, including opinions, research evidence, and theories, related to individuals and families in a diverse society;

ISV.03 - analyse issues and data from the perspectives associated with key theories in the disciplines of anthropology, psychology, and sociology;

ISV.04 - communicate the results of their inquiries effectively.

**Specific Expectations** (Others to be determined by students' choice of topic)

IS1.01 - formulate research questions and develop hypotheses reflecting specific theoretical frameworks;

IS1.02 - select and access secondary sources reflecting a variety of viewpoints;

IS1.03 - demonstrate an understanding of research methodologies, appropriate research ethics, and specific theoretical perspectives for conducting primary research;

IS1.04 - use appropriate current information technology to access or transmit information;

IS2.01 - evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness, and unethical practices, and distinguish among perceptions, beliefs, opinions, and research evidence;

IS2.02 - identify and respond to the theoretical viewpoints the thesis, and the supporting arguments of materials found in a variety of secondary sources;

IS2.03 - effectively use current information technology to compile quantitative data and present statistical analyses of data or to develop databases;

IS3.01 - distinguish among, and produce examples of, the following: an essay arguing and defending personal opinion, a reaction paper responding to another person's argument, and a research paper reporting on an original investigation;

IS3.02 - conduct an independent study of an issue concerning individuals or families in a diverse society. Report the results using social science format and document sources accurately using appropriate forms of citation;

IS3.03 - demonstrate effective use of current technology to facilitate the production and communication of a research paper.

## Prior Knowledge & Skills

Students have:

- knowledge of the theoretical viewpoints studied throughout the course;
- knowledge gained throughout the course;
- knowledge of effective communication skills.

## Planning Notes

The teacher:

- creates a case study;
- prepares a handout describing the task in advance so that the students may prepare notes;
- reviews the theoretical viewpoints studied throughout the course;
- answers students' questions as they arise;
- may wish to select the theoretical viewpoint or the situation instead of giving students a choice;
- must develop a criterion-referenced marking scheme for the culminating activity.

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### Teaching/Learning Strategies

1. Students choose one theoretical viewpoint studied throughout the course and apply it to the case study provided by the teacher. Students provide relevant and specific examples that explain the reasons for the family's struggles, obstacles, and successes. Theoretical Viewpoints: Life Cycle Theory; Systems Theory; Structural Functionalism; Conflict Theory; Symbolic Interactionism; Social Exchange Theory.
2. Students synthesize this information in a 500-word essay. The essay should be prepared before the final examination.

### Assessment & Evaluation of Student Achievement

<b>Task/Product</b>	<b>Tool</b>	<b>Purpose</b>	<b>Category of Achievement Chart</b>
Essay T/L S 1	Criterion Referenced Marking Scheme	Summative	All Categories

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## Appendix 1

### Criterion Referenced Checklist

(Unit 5, Activity 5.1, T/L S 7c)

#### Reflective Journals

Category	Criteria	Yes	No
<b>Knowledge/Understanding</b> - describe the diversity in personal and family roles of individuals in various cultures and historical periods	- understands the concepts and research as they relate to personal and family roles		
<b>Communication</b> - communicate the results of their inquiries effectively	- information is presented in a neat and organized manner		
	- summarizes information clearly and concisely		

Comments/Next Steps:

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## Appendix 2

### Physical Changes of Aging Simulation

(Unit 5, Activity 5.2, T/L S 4)

#### Instructions

Form a group of three. Choose a scenario from the teacher. Once you have your scenario the teacher will give you a list of items you will use to represent different physical impairments that may affect seniors as a result of the physical aging process. You should also gather the objects listed in brackets with your scenario. These are intended to help you realistically depict your scenario. All items and objects must be used.

1. Use the items as outlined below.
2. Create a dramatization with the scenario listed below.
3. One or two people should be the elderly person(s) in the dramatization.
4. Make sure you all have a role in your dramatization.
5. Make sure your dramatization shows the effect that this physical impairment has on the scenario.

#### Items

- Popsicle sticks and tape - tape sticks to fingers to represent arthritis.
- Marshmallows - place in mouth to represent difficulty with speech (due to stroke, dentures).
- Covered glasses - represent tunnel or poor vision.
- Cotton Balls - place in ears to decrease hearing ability.
- Oven mitts - decreased mobility and sensitivity in hands.
- Metre sticks and tape - tape sticks behind legs to represent arthritis.

Scenario 1: You are trying on clothes at a department store (clothing, hangers, earrings).

Scenario 2: You are taking the bus (use chairs, newspaper, change purse).

Scenario 3: You are ordering items over the phone from a department store (phones, credit card, catalogue).

Scenario 4: You are out for dinner with your children (menu, chairs, table, utensils, plates).

Scenario 5: You are learning how to email your grandchild who is away at university (computer).

Scenario 6: You just got a new prescription from the drugstore (instructions, bottle).

Scenario 7: You are at the bank paying your phone bill (bills, wallet, money).

Scenario 8: You are taking books out of the library (books, bag, library card).

Scenario 9: You are using an instant teller machine (bank card, money, wallet).

Scenario 10: You are at the cash register paying for and bagging your groceries (grocery bag, money, wallet).

Scenario 11: You are at the library trying to find a specific book (books, computer).

Scenario 12: You are filling out forms at the Ministry of Transportation (pens, desk, forms).

#### Student Reaction Paper

Write a one-page reaction paper to the simulation. Include the following items in your reaction.

- a) What was your role during the simulation? Describe how you felt in this role. Do you think the simulation was a realistic depiction of what life is like for those who are aging? What have you learned about what it is like to physically grow older?
- b) All types of development are interrelated. Discuss what effect these physical changes have on all other aspects of development.
- c) What measures can people take to reduce the likelihood of debilitating experiences?

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## Appendix 3

### Detecting Bias

(Unit 5, Activity 5.3, T/L S 4b)

(**Note:** this tool is suitable for use throughout the course)

When you read research articles it is important that you are able to distinguish personal opinion from factual information. Many authors will write from a one-sided position, only providing the reader with selected information. As well, the author may try to convince the reader that his/her opinion is right. You must be able to recognize the difference so that you can report accurate information. When researching, consider the following questions to help you detect and respond to bias.

1. Who is the author of the article, and what are his/her qualifications, e.g., occupation, certifications etc.
2. What was the purpose of the author writing the article? What did they try to prove?
3. Does the author present various points of view or is it one-sided?
4. Does the author try to appeal to your emotions? That is, does he/she try to convince you that his/her opinion is right by using words or sentences that will make you happy, sad, angry, etc.?
5. Do you notice words in the article such as I think, I believe, I feel, etc.? List any that you find. These words indicate that the information might be based on personal opinion rather than facts.
6. Are most of the statements within the article based on solid facts (either qualitative or quantitative), or are most based on personal opinions?

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## Appendix 4

### Marking Scheme

(Unit 5, Activity 5.3, T/L S 4b)

#### Essay: The role of social institutions in the lives of aging adults

Category	Criteria	Marks
<b>Knowledge/Understanding</b> - identify the role of various social institutions with respect to intimate relationships	- identifies ways in which the social institution impacts the people involved in the intimate relationship	/4
<b>Thinking/ Inquiry</b> - evaluate information to determine its validity and to detect bias, stereotyping, ethnocentricity, datedness and unethical practices, and distinguish among perceptions, beliefs, opinions and research evidence	- essay is well supported by current Canadian research	/4
	- argument provides evidence that the writer clearly distinguishes personal opinion from research facts	/4
<b>Communication</b> - produce an example of a reaction paper responding to another person's argument - communicate the results of their inquiries effectively	- essay is in proper five-paragraph format	/4
	- response is directly related to the argument	/4
	- uses the writing conventions of social science correctly - uses social science terms correctly	/4

Comments/Next Steps:

**Total Marks:**            /24

## Appendix 5

### Criterion Referenced Assessment of Radio Advertisement

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> - understands the impact that lifestyle decisions have on longevity - understands current research as it relates to longevity later in life PR1.02	- demonstrates limited understanding of the impact that lifestyle decisions have on longevity  - shows limited understanding of the research	- demonstrates some understanding of the impact that lifestyle decisions have on longevity  - shows some understanding of the research	- demonstrates considerable understanding of the impact that lifestyle decisions have on longevity  - shows considerable understanding of the research	- demonstrates understanding of the impact that lifestyle decisions have on longevity to a high degree  - shows understanding of the research to a high degree
<b>Communication</b> - explains the impact on individual development clearly and concisely SC1.02	- provides a limited explanation	- impact somewhat explained	- impact explained with considerable effectiveness	- impact effectively explained

**Comments/Next Steps:**