

Each course in the social sciences and humanities is organized into **strands**, numbered A, B, C, and so on.

A **numbered subheading** introduces each overall expectation. The same heading is used to identify the group of specific expectations that relates to the particular overall expectations (e.g., “C1. The Effects on Individuals” relates to overall expectation C1 for strand C and to the specific expectations under that heading).

The **overall expectations** describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. Two to four overall expectations are provided for each strand in every course. The numbering of overall expectations indicates the strand to which they belong (e.g., C1 through C3 are the overall expectations for strand C).

## C. THE IMPACT OF NORMS, ROLES, AND INSTITUTIONS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. The Effects on Individuals:** demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;
- C2. The Effects on Intimate Relationships:** demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;
- C3. The Effects on Family and Parent-Child Relationships:** demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.

### SPECIFIC EXPECTATIONS

#### C1. The Effects on Individuals

By the end of this course, students will:

- C1.1** assess ways in which norms, values, and expectations (e.g., cultural or social norms and expectations, gender expectations, familial values and expectations) influence individual decisions throughout the lifespan (e.g., with regard to educational choices, career choices, choices about sexuality and relationships)  
*Teacher prompt:* “What is the interrelationship between financial considerations, gender expectations, and personal goals with respect to educational choices? Which factor do you think has the greatest influence on an individual’s educational choices? Why?”
- C1.2** explain how multiple roles (e.g., student, volunteer, employee, friend, son/daughter, sibling, caregiver) can create personal conflict  
*Teacher prompts:* “How do conflicting roles contribute to the stress that people feel when they are both caregiver and son/daughter?”  
“What is meant by the term *sandwich generation*? Why do people in the sandwich generation often experience personal conflict?”
- C1.3** analyse the impact of social institutions (e.g., the family; the media; educational, religious, economic, and political institutions) on the socialization of individuals throughout the lifespan

*Teacher prompts:* “How does the economy affect the socialization of young children?”  
“How do various social institutions affect the identity formation of individuals?”

#### C2. The Effects on Intimate Relationships

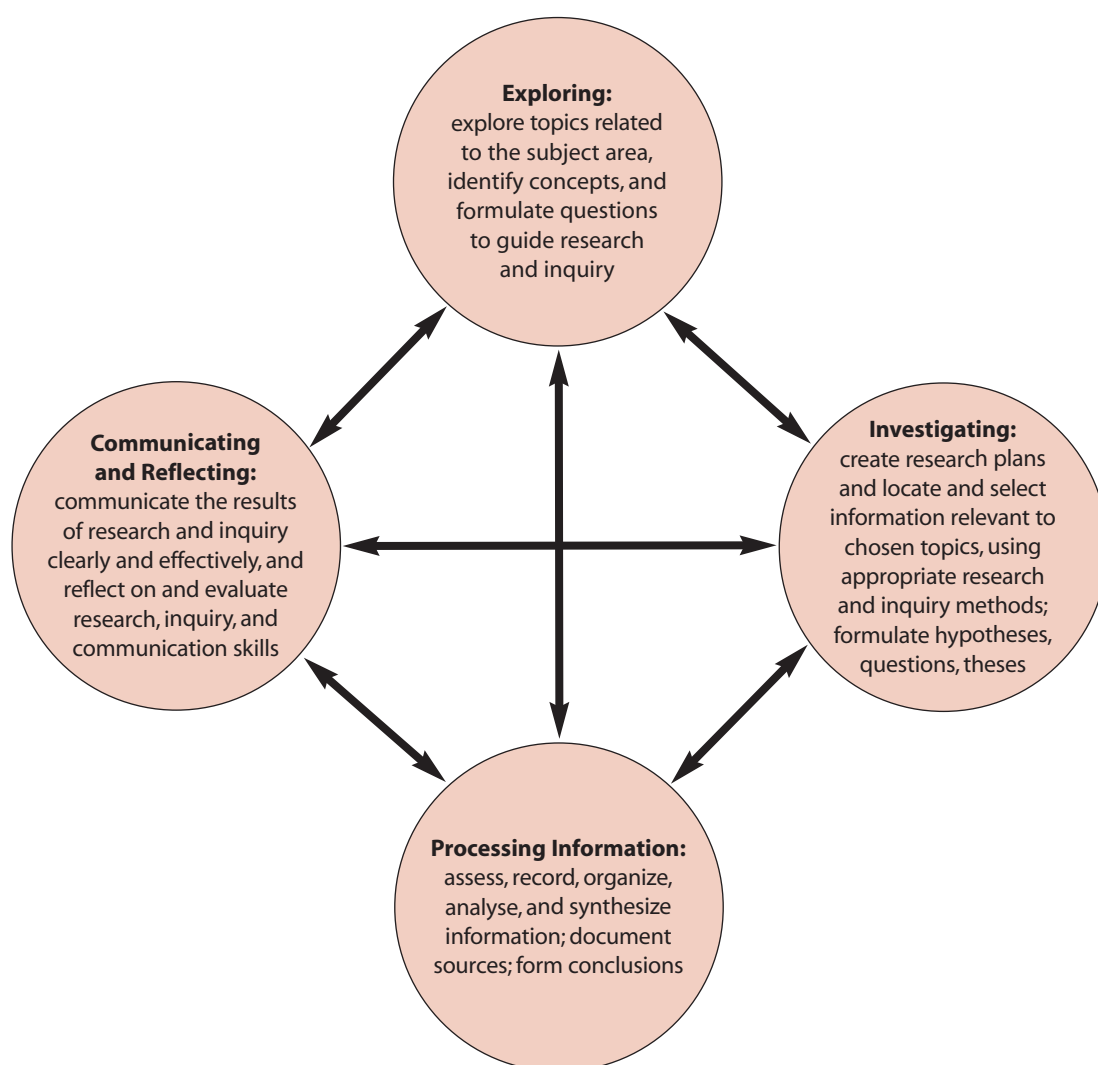
By the end of this course, students will:

- C2.1** analyse ways in which social norms and expectations (e.g., cultural and religious norms; expectations of peers, friends, and parents) can influence the establishment and maintenance of healthy intimate relationships  
*Teacher prompt:* “How does the expectation of abstinence before marriage in some religions affect dating/courtship relationships in a secular society?”
- C2.2** explain mate-selection, courtship, and marriage customs (e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy) in various cultures, religions, and historical periods  
*Teacher prompts:* “What do recent statistics show about the rates of religious and civil weddings in Canada?” “In societies that permit polygamy, how can access to resources affect whether marriages are monogamous or polygamous?”

The **examples** help to clarify the requirement specified in the specific expectation and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear in parentheses and are set in italics.

**Teacher prompts** illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts follow the specific expectations and examples.

## Interaction among the Four Areas of Research and Inquiry



Teachers should ensure that students develop their research and inquiry skills in appropriate ways as they work to achieve the curriculum expectations in the other strands of the course. In some courses, it may be appropriate for students to develop research and inquiry skills as they complete a major research project. In others, students might develop these skills as they read and interpret texts, assess texts for bias and perspective, and communicate their findings. In either case, skills development must be assessed and evaluated as part of students' achievement of the overall expectations for the course.

### The Content Strands

Because of the diversity of courses in social sciences and humanities, the content strands in each course are distinct, reflecting the skills and understandings that are inherent to each area. Although the strands vary, they all connect to the four key ideas underlying the social sciences and humanities curriculum (see pages 8–9).