



# North Vancouver Online Learning

## Course Plan: Explorations sciences humaines et sociales 11

### **COURSE DESCRIPTION:**

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

Through this course, students will learn to recognize and to response to genocide, study the effects of colonialism, explore the contemporary and historical issues that the First Nation people face, and get familiar with methods used by individuals, groups, and organizations to promote social justice and rights of individuals in Canada.

Link to ministry website for Exploration sciences humaines et sociales 11:

[Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://www.gov.bc.ca/curriculum/building-student-success)

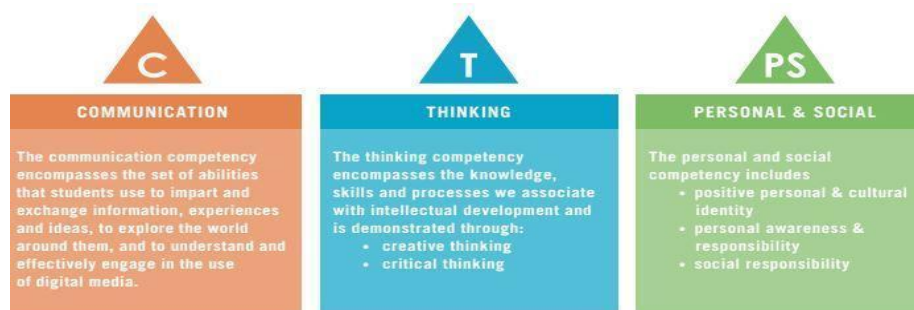
### **BIG IDEAS:**

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies 12)	The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted (from Genocide Studies 12)	Social justice initiatives can transform individuals and systems (from Social Justice 12)	A society's laws and legal framework affect many aspects of people's daily lives (from Law Studies 12)	While genocide is caused by and carried out for different reasons, all genocides share similarities in progression and scope.
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## **CORE COMPETENCIES:**

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



## **COURSE EXPECTATIONS:**

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must take care that their work is their own and not plagiarized from any other source. This includes previous work submitted for another course, other people's assignments, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email, D2L message, or in person, is course related, clear and respectful.
- Students need to be able to create videos of themselves as some of the submitted assignments in this course.
- Students should contact their teacher through D2L messaging or Microsoft Teams if they require help with the course content as they work through the lessons and activities.

## **LEARNING STANDARDS: Curricular Competencies**

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, events, places, issues, or developments in the past and present (significance)
- Identify what the creators of accounts, narratives, or maps have determined to be significant (significance)
- Using appropriate protocols, interpret a variety of sources, including local stories or oral traditions, and Indigenous ways of knowing (holistic, experiential, reflective, and relational experiences, and memory) to contextualize different events in the past and present (evidence)
- Characterize different time periods in history, including examples of progress and decline, and identify key turning points that marked periods of change (continuity and change)
- Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)
- Assess the connectedness or the reciprocal relationship between people and place (cause and consequence)
- Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past (perspective)
- Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond (ethical judgment)

## **LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

- ✓ Recognition of and responses to genocide (from Genocide Studies 12)  
Studies 12)
- ✓ Colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
- ✓ Provincial and federal government policies and practices that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism
- ✓ Resistance of B.C. First Peoples to colonialism
- ✓ Contemporary challenges facing B.C. First Peoples, including legacies of colonialism
- ✓ methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)

## **UNIT OVERVIEWS:**

### ***Evidence of student engagement***

Students complete the *Evidence of student engagement* section to be able to access the course:

Introduce themselves by starting with the land acknowledgment.

Learn how to use AI critically and ethically, and how to process information through an activity.

Assess their own growth and identify personal strengths in the three components of Core Competencies (communication, thinking, personal and social) in order to establish goals for further development as educated citizens.

#### **This section will cover the following Learning Outcomes**

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

**This is 1 of the 10 learning outcomes in the course curriculum, which comprises 5% of the course Learning Outcomes/Activities.**

### **Introduction**

The introduction consists of setting out the course expectations and providing an overview of the course content.

### ***Unit I: Étude de génocide***

In this unit students learn about the psychological and material elements of genocide and will study the Convention on the prevention and punishment of the crime of the genocide.

**Big Idea:** The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.

**Competencies:** Communication, Thinking, Personal and social

#### **Curricular Competencies:**

Assess the credibility and justifiability of evidence, data and interpretations (evidence)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

#### **First Peoples Principle of Learning:**

Learning involves generational roles and responsibilities.

## ***Unit II: La progression et la portée de génocide***

In this unit students learn about the ten stages of genocide.

**Big Idea:** While genocide is caused by and carried out for different reasons, all genocides share similarities in progression and scope.

**Core Competencies:** Communication, Thinking, Personal and social

**Curricular Competencies:**

Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate actions in the past and present, and assess appropriate ways to respond (ethical judgment)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

**First Peoples Principle of Learning:**

Learning requires exploration of one's identity

## ***Unit III: Le génocide de Rwanda***

In this unit students learn about the ten stages of genocide by examining the Rwandan genocide.

**Big Idea:** The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.

**Core Competencies:** Communication, Thinking, Personal and social

**Curricular Competencies:**

Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate actions in the past and present, and assess appropriate ways to respond (ethical judgment)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

**First Peoples Principle of Learning:**

Learning recognizes the role of indigenous knowledge.

#### ***Unit IV : Le colonialisme, Les peuples autochtones et les enjeux contemporains***

In this unit students learn about the impact of colonialism on First Peoples.

**Big Idea:** Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism

**Core Competencies:** Communication, Thinking, Personal and social

**Curricular Competencies:**

Assess the long- and short-term causes and consequences, and the intended and unintended consequences of an action, event, decision or development (cause and consequence)

Compare and contrast continuities and changes, trends and patterns, or similarities or differences for different people, places, phenomena, ideas, or developments (continuity and change)

**First Peoples Principles of Learning:**

Learning involves recognizing that some knowledge is sacred and only shared with permission and-or in certain situations.

Learning recognizes the role of Indigenous knowledge.

#### ***Unit V : Promouvoir la justice sociale***

In this unit students learn about Social justice issues and different types of activism.

**Big Idea:** Social justice initiatives can transform individuals and systems

**Core Competencies:** Communication, Thinking, Personal and social

**Curricular Competencies:**

Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

**First Peoples Principle of Learning:**

Learning embedded in memory, history, and story.

Learning involves patience and time

## ***Unit VI : Droits de la personne au Canada***

In this unit students study human rights.

**Big Idea:** A society's laws and legal framework affect many aspects of people's daily lives.

**Core Competencies:** Communication, Thinking, Personal and social

**Curricular Competencies:**

Assess the significance of people, events, places, issues, or developments in the past and present (significance)

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

**First Peoples Principle of Learning:**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential and relational.

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

Students will:

- Read a variety of texts.
- Complete Les livrets d'apprentissage
- Undertake reflections tasks
- Work on and complete the portfolio
- Engage in various writing assignments, including short answers, paragraphs, personal reflections and essay writing.
- listen and respond to audio and videos, etc.
- create audio and visual projects, which may include:
  - PowerPoint, Prezi, Sway, and other presentation forms like infographie, collage, diagramme, carte, etc;
  - podcast, digital voice recording;
  - dramatizations, videos;
  - and other digital tools of choice.



## **ASSESSMENT:**

The North Vancouver Curriculum Hub Principles of Assessment -  
<http://nvsd44curriculumhub.ca/assessment/>

### **Types of assessment:**

- **Formative may include:**
  - Teacher-feedback on assignments.
  - informal feedback through meetings.
  - informal feedback through email and messaging.
- **Summative may include:**
  - Final mark on Livrets d'apprentissage, oral presentation, projects, essays and portfolio

## **EVALUATION:**

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
<i>Evidence of student engagement</i>	5%
<i>Livrets d'apprentissage</i>	25%
<i>Projets</i>	20%
<i>Activités de réflexion</i>	5%
<i>Plan de portfolio</i>	5%
<i>Évaluation initiale</i>	8%
<i>Évaluation mi-cours-Portfolio-première partie</i>	16%
<i>Évaluation finale-Portfolio-dernière partie</i>	16%
<b>Course Total</b>	100%

## **RESOURCES:**

Guide pédagogique Étudier les génocides  
Musée de l'Holocauste  
Encyclopédie canadienne  
Gouvernement Canada  
Histoire canada  
Ressources sur ONF  
Gouvernements Canada  
Charte canadienne des droits et libertés  
Loi canadienne sur les droits de la personne  
FNESC/FNSA Teacher Resource Guides for blended or remote learning contexts  
Indian residential school and Reconciliation fnesc-FNSA  
BC First Nation, land, title and governance

Histoire des pensionnats autochtones - NCTR

<https://indigenousandarenesscanada.com/>

BC First People 12

GUIDE DE L'UNIVERSITÉ D'OTTAWA SUR LES PROTOCOLES AUTOCHTONES ([uottawa.ca](http://uottawa.ca))

HabiloMédias ([habilomedias.ca](http://habilomedias.ca))

Aînés et gardiens de savoir traditionnels. Guide de l'université d'Ottawa sur les protocoles autochtones

First Nations Education Steering Committee and First Nations Schools Association

Guide pédagogique perspectives autochtones | Portail de l'éducation de Historica Canada