

**Course:** Exploration en sciences humaines et sociales 11

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### Course Description:

Students will utilize the concept of Genocide to understand the different approaches used by various Social Studies disciplines. They will study the Holocaust, the Rwandan, Cambodian and Bosnian genocide, as well as, the Residential School System in Canada. Through these mediums, they will seek to understand the following Big Ideas :

- The intentional destruction of peoples and their cultures is not inevitable and such attempts can be disrupted and resisted. (Genocidal Studies 12)
- Decision making in a democratic system of government is influenced by the distribution of political and social power. (Political Studies 12)
- Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs. (Philosophy 12)
- Social Justice initiatives can transform individuals and systems (Social Justice 12)
- Reconciliation requires all colonial societies to work together to foster healing and address injustices. (Contemporary Indigenous Studies 12)

### Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty Policy
- adhere to the Summer Learning Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

*All Summer Learning policies can be accessed at:*

*<https://www.sd44.ca/school/summer/policies/Pages/default>.*

## Course Syllabus:

<b>Curricular Competencies</b>	<p>What the students will do:</p> <p><u>Inquiry and Questioning</u></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> </ul> <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> <li>• Assess the credibility and justifiability of evidence, data and interpretations</li> </ul> <p><u>Analysis</u></p> <ul style="list-style-type: none"> <li>• Assess the short and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments</li> <li>• Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas or developments</li> <li>• Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments</li> </ul> <p><u>Ethics and Decision-making</u></p> <ul style="list-style-type: none"> <li>• Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments</li> </ul> <p><u>Communication and Justification</u></p> <ul style="list-style-type: none"> <li>• Assess the significance of people, places, events, phenomena, ideas, or developments</li> </ul>
<b>Summative Assessments</b>	<p>What the students will understand:</p> <ul style="list-style-type: none"> <li>• The importance of and limitations in early detection and action in Genocide.</li> <li>• The significance of the different stages of genocide.</li> <li>• How perspectives change regarding the treatment of different cultures, specifically within colonial systems.</li> <li>• The strengths and weaknesses of different judicial systems.</li> <li>• The importance of individuals when driving social change.</li> <li>• How to evaluate and critique the actions of government in order to encourage change.</li> </ul>
<b>Content</b>	<p>What the students will know:</p> <ul style="list-style-type: none"> <li>• The conditions which bring about genocide.</li> <li>• The 8 stages of genocide</li> <li>• The role of media in politics and genocide.</li> <li>• Different forms of justice.</li> <li>• Means through which you can promote social justice.</li> <li>• Steps to restore balance within a society affected by genocide.</li> </ul>

## Grade Boundaries:

An “A” student will/can....

Produce high-quality, frequently innovative work. Communicate comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrate sophisticated critical thinking. Frequently transfer knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. The ability to evaluate a topic and develop a well-structured considered argument that demonstrates different perspectives on an issue.

A “B” student will /can ...

Consistently produce high-quality work. Communicate comprehensive understanding of concepts and contexts. Consistently demonstrate critical thinking. With some support transfer knowledge and skills with skill in a variety of classroom and real-world situations. The ability to assess a topic and develop a well-structured considered argument on an issue.

A “C” student will /can ...

Produce work of an acceptable quality. Communicate basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begin to demonstrate some basic critical thinking. Be inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. The ability to identify the issues involved in a topic and develop a response.

## Celebration of learning:

The 2019 Celebration of Learning is shaped around “Connections”.

Students will create a connections map, demonstrating the interconnectivity of Social Studies disciplines within the study of various events. The will seek to understand the interdependence of these studies when trying to understand the underlying issues of world events.

## Resources:

Portal Website
Film – J’ai serré la main du diable
Film – D’abord, ils ont tué mon père
Gacaca – Réconciliation en Rwanda <a href="https://www.un.org/fr/preventgenocide/rwanda/about/bgjustice.shtml">https://www.un.org/fr/preventgenocide/rwanda/about/bgjustice.shtml</a>
CRVC – Conseil de Réconciliation et Vérité du Canada <a href="http://www.trc.ca/reconciliation-fr.html">http://www.trc.ca/reconciliation-fr.html</a>