



Course: Explorations en Sciences Humaines et Sociales 11

Teacher Name: Myles Hulme

Contact information: mhulme@sd44.ca

Website information: MS Teams

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 :

1. The intentional destruction of peoples and their cultures is not inevitable and such attempts can be disrupted and resisted. (Genocidal Studies 12)
2. Decision making in a democratic system of government is influenced by the distribution of political and social power. (Political Studies 12)
3. Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs. (Philosophy 12)
4. Social Justice initiatives can transform individuals and systems (Social Justice 12)
5. 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>.

Commented [DA1]: I would suggest explaining the purpose of SS11 here so it is clear to them why the following ideas refer to SS12.



Course Syllabus:

Conceptual Understandings	Curricular Competencies	Content	Assessment performance task, project, essay, presentation, test, etc.

Commented [DA2]: I appreciate how you have articulated the ideas in this chart but we were intentional about providing students with an understanding of how this will break down unit by unit. We want them to have a clear picture of what they will need to 'know, understand, and do', for each phase of the course.

Conceptual Understanding	<ol style="list-style-type: none"> 1. How do genocides occur? This involves an exploration of motivations, resistances and enabling factors in the early stages of genocide. 2. How are genocides portrayed? This requires an exploration of how different genocides are represented in debate, historical and social memory, various forms of media and education. 3. How is reconciliation broached and what roles are required in this process? Students will investigate reconciliation processes in a variety of cases including Canada.
Curricular Competencies	<ol style="list-style-type: none"> 1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 2. Assess the credibility and justifiability of evidence, data and interpretations 3. Assess the short and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments 4. Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas or developments 5. Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments 6. Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments
Content	<ol style="list-style-type: none"> 1. The conditions which bring about genocide 2. The stages of genocide 3. The role of politics and media in genocide 4. Philosophy, history and social memory of genocide 5. Means through which justice can be promoted following genocide 6. Steps to restore balance within a society following genocide
Performance task assessment	<ol style="list-style-type: none"> 1. Team video production: students collaborate on explaining when and how attention from the international community should be drawn towards a potential genocide.



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| | <ol style="list-style-type: none">2. Mirror image articles: each student writes two journal articles. One article highlights the violences of genocide while the other plays them down.3. Essay: each student explains some of the major initiatives in the Final Report of the Truth and Reconciliation Commission and looks at a personal way to pursue one of those recommendations at the local level. +interview |
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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.

Resources:

Resources
Consistent access to a computer with microphone and camera
MS Teams
Film - J'ai serré la main du diable
Film - D'abord, ils ont tué mon père
Gacaca – Réconciliation en Rwanda https://www.hrw.org/fr/report/2011/05/31/justice-compromise/lheritage-des-tribunaux-communautaires-gacaca-du-rwanda
CRVC – Conseil de Réconciliation et Vérité du Canada http://www.trc.ca/reconciliation-fr.html
Sommaire du rapport final de la commission de vérité et réconciliation du Canada http://www.trc.ca/assets/pdf/French_Exec_Summary_web_revised.pdf