

Course: SCH11 – Explorations 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 Schools 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. While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope. (Genocidal Studies 12)
3. Decision making in a democratic system of government is influenced by the distribution of political and social power. (Political Studies 12)
4. Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs. (Philosophy 12)
5. Social Justice initiatives can transform individuals and systems (Social Justice 12)
6. 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 engage 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/About/Pages/default.aspx#/=>

Course Syllabus:

Unit and Essential Questions	Content	Curricular Competencies	Assessment Task
1 Conditions of Genocide Genocidal Studies 12 What conditions need to be prevented in order to thwart genocides?	Economic, political, social, and cultural conditions of genocide	<ul style="list-style-type: none"> • Cause and Consequence • Perspective • Ethical Judgement • Significance 	Online Forum – Citizen Intervention Analysis – Shake Hands with the Devil
2 10 Stages of Genocide Genocidal Studies 12 How can we use common elements to define and detect genocides?	Characteristics and stages of genocide	<ul style="list-style-type: none"> • Inquiry • Continuity and Change • Perspective • Significance 	Roundtable – Value of steps Research recognized genocides and 8 steps
3 Role of Media in Politics and Genocide Political Studies 12 Does media shape or represent the popular and political voice of a society?	Current and historical issues in local, regional, national, or global politics as represented in mass media	<ul style="list-style-type: none"> • Inquiry • Evidence • Cause and Consequence • Continuity and Change • Perspective 	Analysis of Newspaper articles Comparative assessment of media on polarizing topic
4 Social and Political Justice Forms of Justice Philosophy 12 What roles do justice and law play in righting a society?	Social and political philosophy: Justice <ul style="list-style-type: none"> • Distributive • Procedural • Restorative • Retributive 	<ul style="list-style-type: none"> • Inquiry • Cause and Consequence • Ethical Judgement • Significance 	Debate best form of justice – UN style Research alternative forms of justice
5 Promoting Social Justice Social Justice 12 Where does change originate within a hurting and damaged society?	Methods used by individuals, groups, and organizations to promote social justice <ul style="list-style-type: none"> • Activism • Allyship • Advocacy 	<ul style="list-style-type: none"> • Inquiry • Cause and Consequence • Ethical Judgement • Significance 	Online forum – Forms of activism to solve Research a significant political activist
6 Restoring Balance Contemporary Indigenous Studies 12 What are the instances of healing affected societies?	Restoring balance through truth, healing, and reconciliation in Canada and around the world	<ul style="list-style-type: none"> • Inquiry • Evidence • Cause and Consequence • Perspective • Ethical Judgement 	Roundtable – 3 big questions to discuss Evaluate steps being taken by government on reconciliation

Grade Descriptors:

“A” quality evidence of learning....

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.

“B” quality evidence of learning....

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.

“C” quality evidence of learning....

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
MS Teams
Film – J’ai serré la main du diable
Film – Hotel Rwanda
Film – D’abord, ils ont tué mon père
Film – Invictus
Film – Indian Horse
Film - The Reckoning : The Battle for the International Criminal Court
Film – Nous n’étions que des enfants
Gacaca – Réconciliation en Rwanda https://www.un.org/fr/preventgenocide/rwanda/about/bgjustice.shtml
CRVC – Conseil de Réconciliation et Vérité du Canada http://www.trc.ca/reconciliation-fr.html
Enquête nationale sur les femmes et les filles autochtones disparues et assassinées - https://www.mmiwg-ffada.ca/fr/final-report/

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.