

Genocide Studies



CONTACT

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WELCOME

Welcome to Genocide Studies – a course that builds upon the skills you learned in Social Studies 10. Each of the events or individuals you learn about this semester will help inform your understanding of the following **BIG IDEAS**:

The intentional destruction of people and their cultures is not inevitable, and attempts can be disrupted and resisted.

The use of the term "genocide" to describe atrocities has political, legal, social, and cultural ramifications.

Despite international commitments to prohibit genocide, violence targeted against groups of people or minorities has continued to challenge global peace and prosperity.

While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope.

CONTEN

[Unit 1]
Foundations – Identity & Membership

[Unit 2]
Case Study #1 – The Armenian Genocide

[Unit 3]
Case Study #2 – The Holocaust

[Unit 4]
Case Study #3 – The Rwandan Genocide

[Unit 5]
Case Study # 4 – Rohingya + Judgment & Memory

[Unit 6]
Advocacy & Action

[Ongoing throughout the course]
Indigenous Peoples of Canada

ASSESSMENT

Over the course of the semester you will be guided through a variety of learning activities to help you acquire and refine your content knowledge and work with the curricular competencies. During these activities you will be given both formal and informal feedback from me and/or your peers and it will be up to you to apply this feedback. Evaluation for Genocide Studies is based on a combination of content knowledge and an application of the curricular competencies.

You can track your progress via Fresh Grade.

Re-do Assignments are permitted on almost all assignments. However, you must:

1. Complete a re-write contract **and** meet with me prior to re-doing an assignment
2. Complete the re-write within 2 weeks of the assignment being returned to you
3. Have good work habits

Please note that it is your responsibility to keep track of your feedback, assessments and marks. Any concerns about your mark should be addressed in a timely manner (i.e. NOT immediately before your report card is issued).

Assessment Guide

Performance Standard	Letter Grade	Percentage	6 Point Scale
Extending +	A	95	6
Extending	A	90	5.75
Extending –	A	86	5.5
Proficient +	B	82	5
Proficient	B	78	4.75
Proficient –	B	73	4.5
Developing +	C+	70	4.25
Developing	C+	67	4
Developing –	C	63	3.75
Emerging +	C	60	3.5
Emerging	C-	55	3.25
Emerging –	C-	50	3
NYM +	I/F	40	2.5
NYM	I/F	30	2
NYM –	I/F	15	1

COMPETENCIES

Over the course of the semester you will be expected to develop your understanding and use of a variety of curricular and core competencies. Some of these skills are specific to the study of history (curricular competencies / historical thinking skills) while others can be used universally in a variety of settings.

C U R R I C U L A R C O M P E T E N C I E S

[Cause & Consequence]

- Identify & explain causes & consequences of events
- Evaluate causes & consequences of events

[Continuity & Change]

- Identify & explain periods of history
- Identify & explain turning points
- Evaluate continuities and changes
- Compare & contrast continuities and changes

[Ethical Dimensions]

- Identify & explain P.O.V.s of ethical dilemmas
- Evaluate P.O.V.s of ethical dilemmas
- Evaluate appropriate ways to remember and respond to ethical dilemmas
- Evaluate our responsibility to respond
- Identify implicit & explicit ethical judgments

[Evidence]

- Identify types of source
- Explain what sources say
- Evaluate sources
- Corroborate sources

[Perspectives]

- Identify & explain perspectives
- Compare perspectives

[Significance]

- Identify & explain significance
- Evaluate significance
- Compare perspectives on significance

CORE COMPETENC I ES

We will be working with the core competencies every day and in every activity. From time to time you will be required to reflect on these competencies.

Communication

What is it?

- The set of abilities that we use to convey, explore and understand ideas, experiences and the world around us.
- The set of abilities that we use to effectively engage in the use of digital media.

Thinking

What is it?

- The knowledge, skills and processes we use to take subject-specific concepts and content and transform them into a new understanding.
- **Creative Thinking**
 - The process that we use to generate and develop new ideas and concepts.
- **Critical Thinking**
 - The set of abilities we use to examine our own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

Personal & Social

What is it?

- The set of abilities you need to thrive as individuals, understand and care about yourselves and others, and to find and achieve your purposes in the world.
- **Positive Personal & Cultural Identity**
 - Our awareness, understanding, and appreciation of all the things that contribute to a healthy sense of ourselves. For example, an awareness and understanding of our background, heritage(s), language(s), beliefs, and perspectives.
- **Personal Awareness & Responsibility**
 - Our skills, strategies, and dispositions that help us stay healthy and active, set goals, monitor progress, regulate emotions, respect our own rights and the rights of others, manage stress, and persevere in difficult situations.
- **Social Responsibility**
 - Our ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.