

GENOCIDE & CRIMES AGAINST HUMANITY

CHG381 - COURSE SYLLABUS

COURSE TITLE:	Genocide and Crimes Against Humanity	SCHOOL:	Subway Academy II
MINISTRY DOCUMENT:	http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html	COURSE CODE:	CHG381
COURSE TYPE/GRADE:	11 University preparation	CREDIT VALUE:	1.0 110 hours
PREREQUISITE:	CHC2D	YEAR:	2015-2016
TEACHER NAME:	Joanna Simpson	HOURS:	Individual Sessions 9am-1:30pm
TEXTBOOK:	Multiple resources		

COURSE DESCRIPTION:

This course focuses on events and issues in twentieth-century world history. Students analyse issues relating to the two world wars, the Cold War, post-1945 regional conflicts, human rights, changes in everyday life, and the problems facing developing countries. The skills and knowledge developed in the course will help students understand and analyse the challenges facing peoples, both historically and at the present time, in various parts of the world. This course will be studied through the themes of Genocide and Crimes Against Humanity.

OVERALL CURRICULUM EXPECTATIONS:

By the end of this course, students will:

- C1 – analyze interactions between social groups in societies that have experienced genocide;
- C2 – analyze the characteristics of societies that are “inclusive” or “exclusive”;
- C3 – analyze the ways in which vulnerable communities can be protected or abused by nation states and the international community;
- C4 – analyze the effectiveness of various models used to rebuild communities after the experience of genocide.

Change and Continuity

Overall Expectations

By the end of this course, students will:

- CC1 – analyze the changes in societies that lead to genocide, crimes against humanity, and war crimes;
- CC2 – analyze the ways in which institutions in society can contribute to stability, as well as inequality;
- CC3 – analyze the causes of societal breakdown that lead to the extreme consequences of genocide, crimes against humanity, and war crimes.

Citizenship and Heritage

Overall Expectations

By the end of this course, students will:

CH1 – analyze the changing nature of the relationship between individuals and groups to authority before, during, and after genocide;
 CH2 – evaluate the extent to which the rights, privileges, and obligations of citizenship impact on the protection of human rights during times of genocide;
 CH3 – demonstrate an understanding of the importance in memorializing genocide as a means of ensuring the legacy of social traditions, values, religion, and art forms.

Social, Economic, Political, and Legal Structures

Overall Expectations

By the end of the course, students will:

- S1 – analyze the changing nature of the power relationship between social structures and institutions;
- S2 – analyze how economic forces have been used to promote, justify, and counteract genocide, crimes against humanity, and war crimes;
- S3 – analyze the ways that political ideologies, organizations, movements, and structures have been used to defend or undermine individual and collective rights.

Methods of Historical Inquiry

Overall Expectations

By the end of this course, students will:

- M1 – use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- M2 – interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- M3 – communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

ASSESSMENT:

The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information (Growing Success: p. 31). - See next page for explicit details.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment FOR learning "...is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there."</p>	<p>Diagnostic Assessment: -occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered: -is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plans instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p>Formative Assessment: -occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered: -is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment AS Learning "...focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves."</p>	<p>Formative Assessment: -occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</p>	<p>The information gathered: -is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), making adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>
<p>Assessment OF Learning "...is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."</p>	<p>Summative Assessment: -occurs at or near the end of a period of learning, and may be used to inform further instruction.</p>	<p>The information gathered: -is used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students, parents, teachers, and others.</p>

ASSESSMENT OF LEARNING (EVALUATION TASKS)

Evaluation measures achievement of the overall curriculum expectations. They are summative and usually take place at the end of important segments of learning (end of a unit, strand, term, semester), following student practice and constructive feedback. Evaluations give students an opportunity to apply and demonstrate their learning based on established achievement criteria.

Seventy per cent (70%) - (COURSE WORK) of the final grade will be based on the evaluations conducted during the course. There will be numerous and varied opportunities for students to demonstrate their achievement of the curriculum expectations across all four achievement categories according to the weighting described below. Missed and/or incomplete assignments will have an impact on the final grade where there are a number of curriculum expectations that have not been evaluated because of missed assignments.

Thirty per cent (30%) - (CULMINATING ACTIVITIES) of the final grade will be based on summative evaluation(s) administered towards the end of the course and following the same weighting of the achievement chart categories as the term evaluation. All students must take part in the course-culminating activities that make up the 30% final evaluation mark.

WEIGHTING ACCORDING TO ACHIEVEMENT CHART CATEGORIES:

Knowledge & Understanding	25 %
Thinking & Inquiry	25 %
Communication	25 %
Application	25 %

Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

Knowledge and Understanding (evaluation of your knowledge of facts and terms and understanding of concepts and theories)

Thinking/Inquiry (evaluation of your critical and creative thinking and inquiry skills)

Communication (evaluation of your ability to communicate information and ideas in a variety of ways)

Application (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

EVALUATION - LEVELS OF ACHIEVEMENT

Note: Level 3 is the provincial standard.

Achievement Level	Percentage Mark Range
4+	95-100
4	87-94
4-	80-86
3+	77-79
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

Source: Growing Success: 40.

LEARNING SKILLS:

There are six clusters of *learning skills* required for effective learning, achievement of the curriculum expectations and student success in and out of school: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

LATE SUBMISSIONS:

Submitting course work on time is an important aspect of student learning and time management. Students will be informed of the due date for each evaluation at the beginning of a Unit. Late submissions will be reported as part of the learning skills on the report card and a variety of strategies will be used to encourage on-time submission of assignments including clarifying the reason for not completing the assignment, helping develop better time-management skills, setting up a contract, holding team meetings, deducting marks for late assignments, up to an including the full value of the assignment, etc.

(Growing Success: 5)

MISSED SUMMATIVE ASSIGNMENTS / IMPORTANT DATES:

If a student is absent on the day a summative assignment is due or test, the student is expected to bring a note from a parent/guardian (if under 18), physician explaining the test day absence on the day of their return to school. A doctor's note may be required.

ACADEMIC HONESTY:

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. Academic dishonesty in any form is a serious offence. Policies are based on at least the following four factors: the grade level of the student, the maturity of the student, the number and frequency of incidents, and, the individual circumstances of the student

COMMUNICATION:

School Telephone: 416-393-1445. School email address: Joanna.Simpson@tdsb.on.ca

COURSE EVALUATION PLAN (subject to change)

ASSESSMENT OF LEARNING

WEEKS	COURSE CONTENT	ASSESSMENT OF LEARNING
1-4	Unit 1: Introduction to Human Rights and Behaviour Specific topics within this unit include: Introduction to behavior, identity, self-concept, moral compass, Allport's Scale of Prejudice, stereotyping, discrimination, tolerance, We vs. Them, Obedience and Conformity, Human Rights, sovereignty, Stages of Genocide	UNIT WORTH = 17.5% Unit 1 Summative: → options provided to students include: concept collage and identity mask of key concepts from unit, stages of genocide poster, personal reflection, etc. Students will be able to present their understanding through a variety of differentiated product choices (i.e. poster, collage, presentation, PowerPoint, journal entries, art-based piece, etc).

WEEKS	COURSE CONTENT	ASSESSMENT OF LEARNING
5-8	<p>Unit 2: The Armenian Genocide</p> <p>Specific topics within this unit will include: Intro to the Armenian Genocide, the Kingdom of Urartu, the Kingdom of Tigran the Great, the Armenian Empire, History of Armenia, looking at primary and secondary sources, the rise and fall of the Ottomans, Hamidian Massacres, deportation and execution.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 2 Summative: → options provided to students include: Reflective writing, analysis of maps, primary and secondary resources, analysis of documentaries, presentation, test, etc.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. essay, presentation, illustrated timeline, PowerPoint, research paper, etc).</p>
9-12	<p>Unit 3: The Holocaust</p> <p>Specific topics within this unit will include: Maus I and II – A Survivor’s Tale by Art Spiegelman, overview of the Holocaust, life between the World Wars, Anti-Semitism and Nazi Propaganda, Nazi Germany, concentration camps, Pyramid of Hate, impacts after the war, perpetrators, victims, bystanders, upstanders, surviving and liberation.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 3 Summative: → options provided to students include: Graphic novels, case studies, unit test, presentations, reflective writing, examination of Nazi propaganda, primary and secondary resources, etc.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. essay, presentation, illustrated timeline, PowerPoint, research paper, arts-based piece, etc).</p>

WEEKS	COURSE CONTENT	ASSESSMENT OF LEARNING
13-16	<p>Unit 4: The Rwandan Genocide</p> <p>Specific topics within this unit will include: Intro to the Rwandan Genocide, the Power Triangle, colonization, Strategy of Ethnic Division, the Media Triangle, the role of Institutions, Lt. Romeo Dallaire and the role of the UN, justice and reconciliation.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 4 Summative: → options provided to students include: Reflective writing, creating “toolbox” for change, examining various documentaries and films, analyzing primary and secondary resources, investigating the role of the media from a national and international perspective, etc.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. essay, presentation, graphic novel, PowerPoint, research paper, arts-based piece, etc).</p>
16-18	<p>Culminating Activities:</p> <ul style="list-style-type: none"> a) Reflective Journal (ongoing) = 10% b) Genocide Memorial Project (end of term) = 10% c) Final Exam = 10% <p>A final exam will be administered.</p>	<p>UNIT WEIGHT = 30%</p> <p>In addition to the ongoing Reflective Journal and Final Exam, students will create a site-specific Memorial commemorating one of the genocides or crimes against humanity that were NOT covered during the term work. Students will be provided with a list of choices to base their memorial upon. Guided research, a proposal, a visual component (drawing, photo, diorama, etc.) and a final statement about the memorial will constitute the project.</p>