

# Explorations in Social Studies 11 Course Outline 2019

Instructor: Jeffrey Jones

Room: P3

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## Course Overview

Welcome to Social Studies 11! This class will focus on the exploration of themes connected to **Political Studies, Genocide Studies, and Social Justice**. Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, phenomena, ideas, or developments
- Assess the credibility and justifiability of evidence, data, and interpretations
- Compare and contrast continuities and changes, trends, and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments
- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments

## BIG IDEAS

- Understanding how political decisions are made is critical to being an informed and engaged citizen
- The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted
- A society's laws and legal framework affect many aspects of people's daily lives

## Course Content

### Unit 1 Political Studies Topics:

- Current Events
- Fake news and post-truth
- Authenticity of websites and other sources
- Freedom of the press and freedom of expression

### Unit 2 Genocide Studies Topics:

- Recognition, responses, apologies, reparations, redress, reconciliation, and memorialization
- International intervention
- Memorials and museums

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## Unit 3: Social Justice

- Connections between social justice issues
- Understanding how political decisions are made is critical to being an informed and engaged citizen
- Past and present social injustices in Canada and the world

## Classroom Expectations

- Students will arrive to class on time and with all required learning materials. If you are late, please enter quietly.
- Assignments are due at the beginning of class on that date. Late assignments may result in penalties.
- Students will take an **active** role in their own learning by participating in all class activities; including notes, discussions, debates, assignments and group work.
- Students are responsible for finding out from me what they have missed in class due to an absence.
- You will be working collaboratively with other students, but I will ask that you do individual work in your own words. If there is any copying you will receive zero on the assignment.
- Students will be respectful to teachers, other students and all school and personal property.
- Students **may not** use cell phones in class (unless specified by the teacher.)

## Materials

You must provide a three ring binder, loose-leaf paper, pens and pencils.

You are also responsible for printing typed essays. Please purchase a printing card from the library.

### **Helpful tips for your success**

Lose that cell phone

Finish work in a timely manner

Be on time

Stay on top of work

Study your quizzes and tests

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## **Assessment**

Your learning will be evaluated through various methods:

- Teacher Observation
- Worksheets/ vocabulary/ journals
- Student self-assessment
- Quizzes and tests
- Projects and Presentations

### **Active Learning: 20**

Homework  
Notes/Seminars  
Class Participation

### **Summative Assessment: 80**

Presentations/ Projects  
Quizzes and Tests

# Explorations in Social Studies 11 Coquitlam College Course Overview

*Presentations, Reflection Journals, Independent Research, Project-Based assignments, Research Essay*

## Big Ideas: What students will UNDERSTAND

Understanding how political decisions are made is critical to being an informed and engaged citizen	The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted	Social justice initiatives can transform individuals and systems	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures
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Curricular Competencies: <b>What students will DO:</b>	Concepts & Content: <b>What students will KNOW</b>
<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> <li>• Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group</li> <li>• Assess the credibility and justifiability of evidence, data, and interpretations</li> <li>• Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences</li> <li>• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond.</li> <li>• Compare and contrast continuities and changes for different groups at particular times and places</li> </ul>	<ul style="list-style-type: none"> <li>• How to critically assess current events</li> <li>• Understand methods for interpreting fake news and a post truth era</li> <li>• Determine the authenticity of websites</li> <li>• Extrapolate the importance of recognition, responses, apologies, reparations, redress, reconciliation, and memorialization in genocide case studies.</li> <li>• Determine the role of international intervention and social responsibility in preventing genocide</li> <li>• Assess ethics and morality from case studies</li> <li>• Interpret philosophical texts and discern the study of existence and reality</li> </ul>

## First People Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

### **Unit 1: Political Studies (3-5 Weeks)**

- **Curricular Competency:** *Assess the credibility and justifiability of evidence, data, and interpretations*
- **Curricular Competency:** *Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond*
- **First Peoples Principles of learning:** *Learning is embedded in memory, history, and story.*

### **Assignments:**

- Students will examine local, regional, and world news from varying sources and examine how differing perspectives can influence how a story is told.
- Students will engage in a group project to assess the authenticity of a website using CRAAP testing.
- Students will create and present a website of their own
- Students will debate and write an essay on the concept of freedom of expression and freedom of the press
- Students will present the Canadian charter of rights and freedoms and assess its importance in society.

### **Key Questions:**

- How does the media influence our understanding of current issues in local, regional, national, or global politics?

### **Resources:**

- <https://www.cbc.ca/>
- <https://www.bbc.com/news/world>
- <http://www.chinadaily.com.cn/world>
- <https://seneca.libanswers.com/faq/196756>
- <http://www.easybib.com/guides/7-fake-websites-to-test-students/>
- [wix.com](http://wix.com)

## **Unit 2: Genocide Studies ( 3-5 weeks)**

- **Curricular Competency:** Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences
- **Curricular Competency:** Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond.
- **First Peoples Principles of Learning:** Learning involves recognizing the consequences of one's actions.

### **Assignments:**

- Students will respond through a series of journal reflections on the nature of discrimination and racism.
- Students will write an essay examining the internalization of discrimination and suggest methods of prevention and acceptance of difference
- Students will research a genocide case study and apply the 8 stages of genocide with emphasis placed on preventative measures in each stage.

### **Key Questions:**

- What is discrimination and why is it prevalent in society?
- What are the effects of discrimination?
- What role does discrimination have in genocide?
- How can genocides be prevented in the future?
- What are appropriate ways to reconcile past atrocities?

### **Resources:**

- <https://www.vhec.org/>
- <https://www.vhec.org/learn/educational-resources/>
- [https://www.youtube.com/results?search\\_query=eye+of+the+storm+jane+elliott](https://www.youtube.com/results?search_query=eye+of+the+storm+jane+elliott)
- <http://genocidewatch.org/aboutgenocide/8stagesofgenocide.html>

### **Extension Assignments**

Students will construct a memorial museum within the classroom and invite other classes within the school to participate.

## **Unit 3: Social Justice Research Project (5 weeks)**

- **Curricular Competency:** Assess the credibility and justifiability of evidence, data, and interpretations
- **Curricular Competency:** Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs
- **First Peoples Principles of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

### **Assignments:**

- Students will complete a five-week research project focusing on a compelling political figure / artist that falls under the umbrella of social justice. Students will assess the causes and consequences of this person's actions and their art. Students will develop their own compelling political and social figure after being introduced to several social justice topics and figures and being allowed to do preliminary research on the topic of their choice. Students will then critique the justifiability of this political and social figure: Identify the issue they are bringing attention to and express why this issue is significant?
- Students will complete a general plan and I will review it to make sure they are on track. Students will embark on independent and group research and will follow the guidelines set forth by me.
- Students will gather and analyze information and learn how to evaluate each selected source to make sure it is reliable. They will then creatively synthesize their information.
- Students will then critically evaluate and revise their work. This will take several classes as I will teach mini-lessons that are aimed at how to determine if their research, work, and presentation meets the standards. This will also parallel guided self-evaluation. I will also have one-on-ones with the students and provide feedback on how to make their research work better.
- Students will hand in their research in a duo tang binder as well as present their final projects using a multi-media format (PowerPoint, Prezi, Google Slide)

#### **Key Questions:**

- What impact can a work of art or political figure have upon society?
- Who makes decisions and who is left out?
- Who benefits and who suffers?
- What is required to create change?
- What alternatives can we imagine?

#### **Resources:**

- Will vary depending on student choice
- <https://libguides.wustl.edu/research>
- <https://sallypezaro.wordpress.com/2017/08/17/how-to-conduct-research-a-dummys-guide-to-conducting-research/>