Forest Hill
Collegiate Institute

**CHG 38O
Course Overview and Profile**

2021/2022
Grade 11 Open

Program Area	History and Social Science
Course Title	Genocide and Crimes Against Humanity
Credit Value	1.0
Prerequisite(s)	CHC 2D1 or CHC 2P1
Date of Revision	September 2021
Teacher Developer	Leah Mauer
Teacher Contact Information	Leah.Mauer2@tdsb.on.ca

Course Description

This course investigates examples of genocide in the twentieth and twenty-first centuries, including the Holocaust, Armenia, and Rwanda. Students will investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis. Students will examine identity formation and how "in groups" and "out groups" are created, including an analysis of how bias, stereotypes, prejudice, and discrimination impact on various groups. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, rescuer, opportunist, and resistor. As the course unfolds students will be challenged to draw appropriate connections between the history of genocide and Canadian history. *Note: This is a Ministry approved locally developed optional credit course.*

Course Content

Unit	Topic	Dates	Content
1	Foundations	September 13 - 17	- Identity and group membership - Stages of Genocide
2	The Armenian Genocide	September 27 - October 1	- The Armenian Genocide
3	The Holocaust	October 12 - 27	- The Holocaust
4	Judgment and Responsibility	October 28 - 29	- International response to genocide following the Holocaust
5	The Rwandan Genocide	November 8 - 23	- The Rwandan Genocide
6	Residential Schools in Canada	November 24 - December 10	- Residential Schools in Canada in a genocide context
7	Choosing to Participate	January 3 - 21	- Civic engagement - Creation of a personal civic action project

Note: The above is meant to be a guideline only. Content, dates, and topics may change according to student need as the quad progresses.

Assessment and Evaluation
- The primary purpose of assessment and evaluation is to improve student learning.
- Assessment is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- Evaluation refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed description of student achievement levels.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities for learning.

This chart describes how you will be evaluated in this course:

Category	Strand	Description	Weight
Term Work 70% of your overall grade in this course	Knowledge and Understanding	This strand describes what you have learned and how well you understand course content.	15%
	Thinking and Inquiry	This strand describes how you ask and answer your own questions about what you have learned in the course.	20%
	Application	This strand describes how you take what you have learned in this course and use it in new situations.	20%
	Communication	This strand describes how you tell others about what you have learned in this course.	15%
Culminating Activity 30% of your overall grade in the course	All	Civic Action Project	30%

Learning Skills
- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
    - Responsibility
    - Organization
    - Independent Work
    - Collaboration
    - Self Regulation

- Teachers report achievement on the five Learning Skills using letter symbols:
  - E = Excellent
  - G = Good
  - S = Satisfactory
  - N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

Academic Honesty
- Students are expected to submit only their own original work on evaluations done in class, out of class, and as part of our online learning.
- Plagiarism is the passing off of ideas or writings of another as one's own.
- Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation by the teacher and communication with the student and their caring adult(s). The teacher may also involve school administration in the matter.
- The student may receive a mark of zero for the plagiarized work.
- Whether the student has an opportunity to demonstrate their learning in another assignment will be at the discretion of the teacher and/or school administration.
- This applies to all student contributions to this course made in class, at home, and in our online classroom/Zoom meetings.

Program Expectations and Planning Considerations
- Attendance and Participation → Students are expected to attend all classes in person. If you are scheduled as a virtual student, you may access our class simultaneously via Zoom.
- Students are also expected to complete all assignments on time. Should you need to miss a class, or require an extension for an assignment, please communicate with your teacher as soon as possible so you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom.
- Technology in the Curriculum → Students are expected to access our Google Classroom on a regular basis. This tool will be used to supplement our in class instruction. Links for the simultaneous virtual class will be posted here. All student work will be collected through our Google Classroom.
  - *All course materials will be posted on Google Classroom. As the COVID-19 pandemic progresses, we may be required to move to online learning at any time. In this event, please check our Google Classroom regularly for communication from your teacher regarding this course. Students must also check their TDSB email and TDSB Connects App multiple times daily for important course, school, and board updates as the pandemic progresses.*
- English as a Second Language → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

Curriculum Expectations

- Overall and specific expectations for this course can be found here.