

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
20TH CENTURY GENOCIDE
Pilot Course at West High – Draft Date August 2008

MISSION STATEMENT

Today's students more than ever before need a comprehensive understanding of the world, and of the many cultures that have developed ideas, institutions, and ways of life. Students can gain appreciation both of the world's many cultures and their shared humanity and common problems.

PHILOSOPHY

Social Studies represents critical academic disciplines relevant to all citizens. Social Studies teaching and learning are powerful when they are meaningful, integrative, challenging, and active. The program should consider and address controversial issues while providing reflective development of concern for the common good and the application of democratic social values. The social studies program should relate to the age, maturity, and concerns of the student and help students connect social studies content to their lives.

LEARNER DOMAINS

- I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision making.**
- II. The learner will develop an understanding of individual interests and how these relate to common good and social order.**
- III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.**
- IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.**
- V. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions as compared those held by others; and understand that there are many acceptable answers to meaningful social studies questions.**
- VI. The learner will develop an understanding of world, national, regional, and local cultures, including Montana's American Indians.**
- VII. The learner will develop an ability to make informal decisions based on geographic understanding (e.g. locations, place, human, environment interactions, movement, and regions).**

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I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision making.

1. The student will understand the nature of genocide and its causes.
2. The student will understand, analyze, and inquire about the role of culture and diversity in the community and school.
3. The student will discuss, synthesize, and evaluate information and examples of genocide in the 20th century.
4. The student will examine the behaviors associated with the societal roles of perpetrator, victim, collaborator, bystander, resister, and rescuer.

II. The learner will develop an understanding of individual interests and how these relate to the common good and social order.

5. The student will analyze, compare, and contrast how genocide occurs because of individuals, organizations, bureaucracies, and governments that allow hatred, prejudice, discrimination, and mass murder.
6. The student will identify, reflect, and evaluate the roles and responsibilities of individuals, groups, and nations when others abuse power and violate human rights.
7. The student will investigate the role propaganda plays in developing and expanding influence of governments to their population.
8. The student will identify, analyze, and compare the roles and philosophy of the leaders who committed acts of genocide.
9. The student will describe and relate the concept of tribal sovereignty and how they interact with local, state, and federal governments.

III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.

10. The student will compare, contrast and analyze the connection between European nationalism and the rise of anti-Semitism and other forms of racism.
11. The student will examine the consequences World War I and the Versailles Treaty.

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- IV. The learner will develop an ability to connect historical themes and events to current issues, events and policies.**
12. The student will select, interpret, and predict various case studies of genocide.
 13. The student will discuss and analyze the cultures of the American Indians in Montana.
 14. The student will discuss and make aware the importance of culture and tolerance in our society today in Montana, the United States, and around the world.
- V. The student will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions as compared to those held by others; and understand that there are many acceptable answers to meaningful social studies questions.**
15. The student will recognize the significance of the refugee policy of various governments to determine the fate of European Jewry.
 16. The student will identify, discuss, and evaluate the reasons for the reluctance of the American government to aid Jewish emigrants because of economics.
- VI. The student will develop an understanding of the world, national, regional, and local cultures, including Montana's indigenous nations.**
17. The student will discuss, examine, and analyze the contributions of American Indians in Montana.
 18. The student will define and apply the eight stages of genocide and the significance of each to the following cases? Armenian Genocide, the Holocaust, Cambodian Genocide, Rwanda Genocide, and the Sudanese Genocide.
 19. The student will understand and discuss that genocide is a possibility because of prejudice, discrimination, hatred, "bystander syndrome", racism, stereotyping, "scapegoating", and ignorance that can and does affect us today and most likely in the future.
 20. The student will recognize, list, describe, and discuss that "little" prejudices can easily be transformed into more serious prejudices in our school, community, state, nation, and around the world.
 21. The student will predict and discuss the potential "next genocide".