



**Board/Authority Authorized Course
Vernon Secondary School
Germanic Studies**

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Rolf Hirschkom	Date Developed: November 29, 2019
Superintendent Approval Date (for School Districts only): December 18, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: December 18, 2019	Board/Authority Chair Signature: On course form
Course Name: Germanic Studies 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: This course is designed to help students gain an understanding of Germanic culture, history and present day. When most people think of Germany, they think of Hitler, Nazis, beer, lederhosen, sauerkraut and the Autobahn. However, Germany is much more. Many Germanic authors, scientists, engineers, painters and thinkers have influenced the world in the past and continue to do so to this day. Students will learn about the Germanic culture {Germany, Austria, Switzerland and Lichtenstein}, history, society, movies, music, pop culture, food, art and everyday life (schools, transportation, government and living). A good portion of the class will be project-based learning. In addition, Multiculturalism plays an important role in Canada, and it is important for us to be exposed to other cultures, so that we can get a better understanding of others and ourselves. Furthermore, understanding other cultures helps break down stereotypes and shows us that other cultures share similar values and beliefs as Canadians. This is especially important in current times where some cultures are being portrayed as evil or mistrustful. Finally, students will learn how Germanic people have contributed to Canadian society and will interview German international students to gain a modern-day youth perspective.

Goals and Rationale:

Analyze how society and culture affects and shapes societies

By learning about other cultures, we can develop a better understanding of other societies, belief systems, ways of life, which then help breakdown stereotypes and give us a better understanding of our own culture

Develop critical and logical thinking skills

Gain an appreciation for other cultures

Indigenous Worldviews and Perspectives:

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 requires exploration of one's identity

Emphasis is put on identity, language and culture

BIG IDEAS

Understanding the diversity and complexity of cultural expression in one culture enhances our understanding of other cultures.	Interactions between belief systems, social organization, and languages influence artistic expressions of culture.	Nationalistic movements can unite people in common causes or lead to intense conflict between different groups.	Value systems and belief systems shape the structures of government, industry, education and authority within a culture.	Germanic communities, individuals and immigrants have influenced North American society
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> • Use inquiry methods and skills to ask questions: gather, analyze and interpret ideas: and communicate conclusions and decisions • Assess the importance of people, locations, events and developments and compare various points of view on their historical importance at times and places, and from group to group (significance) • Compare and contrast connections and changes for different groups at times and places (significance) • Assessing how underlying circumstances and the actions of individuals and groups affect events, decisions, and developments, and analyze multiple cause and consequences • Explain different perspectives on past or present people, places, events and issues by considering prevailing and historical norms, values, worldviews, and beliefs (perspectives) • Make reasoned moral decisions about controversial actions in the past or present, and assess whether we have a responsibility to remember and act (ethical action) • Compare and contrast continuities and changes for different groups in Germanic communities (continuity and change)	<i>Students are expected to know the following:</i> • Authoritarian regimes and different systems of power, authority and governance • Religious, ethical, and/or cultural conflicts, including genocide • Elements of culture and cultural expression and how they change over time and how the role of values and belief systems affect culture • European and global conflicts, such as the Franco-Prussian War, World War I, World War II and the Cold War • Interdependence and international co-operation • Social and cultural developments

Curricular Competencies-Elaborations

Use inquiry methods and skills to ask questions; gather, analyze and interpret ideas; and communicate conclusions and decisions:

Key Skills:

Draw conclusions about a problem, an issue, or a topic.

Assess and defend a variety of positions on a topic, an issue, or a problem.

Exhibit leadership by planning, implementing, and assessing strategies to address an issue or a problem.

Evaluate and organize collected information (e.g. in outlines, summaries, notes, timelines, charts).

Interpret information and data from a variety of tables, graphs, and maps.

Interpret and present data in various methods (e.g., oral, written, and graphic).

Construct tables, graphs, and maps to communicate ideas and information, exhibiting appropriate use of grids, scales, legends, and contours.

Assess the importance of people, locations, events and developments and compare various points of view on their historical importance at times and places, and from group to group (significance)

Key Questions:

What factors can cause events, people, places or developments to become more or less significant?

What factors can make events, people, places or developments significant to different people?

What criteria should be used to evaluate the significance of events, people, places or developments?

Sample Activities: Use Criteria to rank the most important events, people, places or developments in their current unit of study.

Compare and contrast connections and changes for different groups at a particular times and places (significance)

Key Questions:

What factors lead to continuities or changes affecting groups of people differently?

How do gradual developments and more sudden changes affect people living through them?

Which method of change has a greater effect on society?

How are periods of change or continuity perceived by the people experiencing them versus how they are perceived after the fact?

Sample Activity: Compare how different groups suffered or benefited because of a particular change.

Assessing how underlying circumstances and the actions of individuals and groups affect events, decisions, and developments, and analyze multiple cause and consequences:

Key Questions:

What is the role of chance in a particular development, events or decisions?

Are there events with negative short-term consequences, but positive long-term consequences or vice versa?

Sample Activities: Assess whether the results of a particular action were intended or unintended consequences.

Evaluate the most important causes or consequences of various decisions, events, or developments

Explain different perspectives on past or present people, places, events and issues by considering prevailing and historical norms, values, worldviews, and beliefs (perspectives)

Key Questions:

What sources of information can people use today to try and understand what people in different eras and places believed?

How much can one generalize about beliefs and values in each culture or time?

Is it reasonable to judge people of the past using modern values?

Sample Activity: Explain how the views of people on different sides of the same issue influence their opinions.

Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment):

Key Questions:

What is the difference between explicit and implicit values?

Why should one contemplate the historical, political, and social context when making ethical judgements?

Should people of today have any responsibilities for events in the past?

Assess the accountability of historical figures for an important event. Assess how much responsibility should be allocated to different people and evaluate whether their actions were acceptable given the historical context.

Examine a variety of media sources on a topic and assess how much of the language contains implicit and explicit moral judgements.

Content – Elaborations

The Rise and Rule of Authoritarian Regimes:

Sample Topics: The Holy Roman Empire, Kaisers of Germany (The Second Reich), Germany and Hitler, German Democratic Republic

Civil Wars, independence movements, and revolution:

Sample Topics:

The Thirty Years' War and Peace of Westphalia - 1618-1648, Napoleonic Wars (1799-1815), Weimar Republic

Religious, ethnic, and/or cultural conflicts, including genocide:

Sample Topics: Protestant Reformation (1517-1648), The Council of Trent and Counter Reformation (1545-1563), The Peace of Augsburg (1555), the Nazi dictatorship, the Holocaust, Fall of the Berlin Wall, German reunification

Elements of culture and cultural expression and how they change over time and how the role of values and belief systems affect culture

Sample Topics: values and morals, philosophical beliefs, myths, legends, and heroes, language, music, television, key forms of artistic expression, cultural archetypes
traditions and festivals

European and global conflicts, including World War I, World War II, and the Cold War:

Sample Topics: Franco-Prussian War, WWI, WWII, Treaty of Versailles, East and West Germany, Berlin Wall, Iron Curtain

Migrations, movements, and territorial boundaries:

Sample Topics: emigration in the 1800's, Sudeten Germans, Bessarabia/Black Sea/Odessa Germans, Refugees during and after WWII, Nazi idea of Lebensraum

Interdependence and International Cooperation:

Sample Topics: UN peacekeeping missions, NATO and European Union

Social and Cultural Developments

Sample Topics Changing the role of women: suffrage, pay equity, "second Wave" feminism of the 1960's, consumerism/capitalism: 1920s boom 1950s suburbanization and car culture, scarcity of goods in post-World War II Germany globalization: change from nation state to, internationalism, European Union supranationalism, free trade, living under the Nazi dictatorship

Communication and Transportation Technologies:

Sample Topics: Propaganda in a democratic and totalitarian regimes

Social and cultural impact of the automobile, Role of media in shaping response to international conflict

Various characteristics of German Communities in Canada

Sample Topics: Germanic communities in Canada, Traditions and festivals, dialects and accents, local Germanic cultural centers

ics of German Communities in Canada

Recommended Instructional Components:

Direct instruction

Student project-based learning

Student Inquiry

Peer teaching

Guest speakers

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Presentations

Self-assessment

Peer assessment

Posters/PowerPoints

Papers

Reflection/Journaling

Learning Resources:

Remarque, Erich Maria (1929). All Quiet on the Western Front

Web based materials

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM



Ministry of Education

PART A: BAA COURSE VERIFICATION STATEMENT - To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I, Joe Rogers, Superintendent of Schools verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- ☐ is not preparatory, remedial or modified
- ☐ does not significantly overlap with provincial curriculum Content
- ☐ name reflects the subject area and includes the Grade level
- ☐ assigned Grade reflects the appropriate level of instruction
- ☐ credit value appropriately reflects the length and scope of the course
- ☐ synopsis clearly outlines what a student has gained when the course is completed
- ☐ goals are general statements of intention that give structure to the curriculum
- ☐ rationale outlines the importance of the learning to the student and society
- ☐ embeds Aboriginal Worldviews and Perspectives
- ☐ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ☐ learning standards are assessable and can be understood by students and parents
- ☐ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ☐ recommended assessment component aligns with the Principles of Quality Assessment
- ☐ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Germanic Studies 12
Grade: 12
TRAX Code: YAES 12A
(e.g. YVPA) School

District Name and Number: School District No. 22 (Vernon)

Name of District Superintendent/Independent: Joe Rogers

Date: December 18, 2019

Signature:

PART B: BAA COURSE AUTHORIZATION STATEMENT - To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/B1, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date: Dec 18/2019

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) -

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/B1, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: