

Grade 12 World Geography

Course Code 1126

Course Credit 1.0

ENGLISH Program

Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

Course Overview

A Human Perspective

The Grade 12 World Geography: A Human Perspective curriculum deals with locations, patterns, distribution, and interrelationships between the physical and human environments in a constantly changing world. The learner will gain knowledge and understanding of environmental management and protection, and of economic growth in the context of sustainable development, as well as of the status of and challenges confronting Indigenous peoples in contemporary society.

Global Competencies in Social Studies



Critical Thinking

Critical thinking in social studies is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



Creativity

Creativity in social studies enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



Citizenship

Citizenship in social studies prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



Connection to Self

Connection to self in social studies is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



Collaboration

Collaboration in social studies includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



Communication

Communication in social studies enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

Enduring Understandings

Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.



Learning Outcomes

Themes to Guide Outcomes for World Geography: A Human Perspective

- There is an interrelationship of major features of the physical and human environments.
- Sustainable development is influenced by the interrelationship of environmental, economic, and social factors.
- Human geography influences the status of and the challenges confronting Indigenous peoples in contemporary society.
- There is an interdependence of the developed and developing nations.
- Human geography influences food production and distribution as well as industrialization and urbanization.

Specific Learning Outcomes

Unit I: World Geography

Topic 1: The Role and Concepts of Geography

1. Explain what geography is.
2. Explain how physical geography is different from human geography.
3. Identify and describe the important concepts of geography.
4. Describe the techniques used to collect, organize, analyze, and display geographic data.

Topic 2: The World's Physical Geography

1. Describe the significant concepts related to physical geography.
2. Identify and describe the major physical features of the world and include where they are located. (Consider mountains, plains, plateaus, lowlands, bodies of water, and rivers.)
3. Identify which physical landscapes are hospitable to human settlement and which are not as hospitable, and explain why and why not.
4. Identify some generalizations that can be made about world climates and climatic regions, about world vegetation zones, and about world soils.

Topic 3: The World's Human Geography

1. Identify and describe the significant concepts related to human geography.
2. Define the term *culture*, and describe some of the similarities and differences in culture that can be observed throughout the world.



Topic 4: The Developed and Developing Countries

1. Describe the difference between a nation and a country.
2. Explain how can countries be grouped.
3. Explain the advantages and disadvantages of grouping countries.
4. Explain what is meant by the terms *developed* and *developing* countries. Identify which countries belong in the “developed” category and which belong in the “developing” category, and explain why. Identify and describe some characteristics of developed and developing countries.
5. Explain how and why these countries evolved. Describe some significant issues facing these countries.
6. Explain the interrelationships between the developed and developing countries.

Unit II: World Population: Characteristics, Distribution, and Growth

Topic 1: World Population Distribution

1. Describe how the world population is distributed today.
2. Explain whether migration is a solution to population redistribution.
3. Describe the role of government in seeking a balance between the size and growth rate of a country’s population and the capabilities of the economy and the environment to support that population. Explain why this role is necessary.
4. Explain the effect a poor or failing economy has on the population and the environment as compared to a vibrant economy.

Topic 2: World Population Growth

1. Explain what is meant by population growth.
2. Explain what is meant by demographic transition.
3. Explain what is meant by overpopulation.
4. Explain what conclusions can be drawn if present trends in world population growth rates continue.

Topic 3: Present Challenges

1. Explain the relationship between an increasing world population and the resource base, and between an increasing standard of living and the resource base. Describe the implications.
2. Describe and analyze the major issues facing Indigenous groups in the world today.
3. Explain the effects of an increasing population on the environment and on the economy.
4. Explain whether or not the present annual population increase and growth rate is sustainable for the future.



Unit III: World Food Supply: Production and Distribution

Topic 1: Food from the Land: Agriculture

1. Describe the primary purpose of agriculture.
2. Describe where agriculture is practised.
3. Explain why there is generally an insufficient food supply in some developing countries but an overabundance in the developed countries. Explain the implications.
4. Describe the major problems facing farmers in developed countries and in developing countries.
5. Describe the methods that have been used or that are being tried to increase agricultural food production, and their level of success.
6. Explain to what extent agricultural food production can be increased in the foreseeable future. Explain whether or not this increase would be sufficient to feed the increasing world population. Analyze whether the problem is an inability to produce sufficient food or to buy food.

Topic 2: Food from Water: Fishing and Aquaculture

1. Describe the role fishing plays in supplying food for developed and developing countries.
2. Explain what aquaculture is, and to what extent aquaculture is able to supply food for an increasing world population.

Topic 3: Food from Other Sources: Technological Development

1. Describe alternate methods for producing food. Explain to what extent these sources will be able to supply food for an increasing world population.


Topic 4: Present Challenges

1. Explain what conclusions can be drawn if present trends in food production and population growth continue.
2. Explain how the present trends in food production should be altered to implement the principles and guidelines of sustainable development.

Unit IV: World Resources, Energy, and Environment

Topic 1: World Resources: Distribution and Demands

1. Explain what a resource is, and what resources are considered essential today, and why.
2. Describe where major resources are located. Describe how they differ from each other.

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3. Explain how the demand for resources affects the interdependence among countries.
 4. Explain how the increased demand for resources affects the environment and the economy.
 5. Explain who should manage resource development in a country.
 6. Explain who should own the resources in international waters and why.
 7. Explain what is meant by the term *sustainable development*. Explain how it is defined and how it evolved.

Topic 2: World Energy: Present Status and Future Prospects

1. Describe what energy is. Explain the relationship between energy and power.
2. Explain why energy is so important today in developed and developing countries. Explain how quality of life is affected by the amounts of energy available.
3. Identify and describe the common forms of energy used today in developed and developing countries. Explain which ones are of the greatest importance and which are of lesser importance. Describe how energy sources have changed over time.
4. Compare energy consumption between developed and developing countries, and explain the implications. Describe changes that have occurred recently.
5. Describe where the reserves of the important energy sources are. Explain the implications of this. Explain the problems associated with depending heavily on one energy source.
6. Analyze the benefits and problems associated with various forms of energy.
7. Describe alternate energy sources being researched today and the level of their success. Make predictions about the future with respect to energy.

Topic 3: Present Challenges

1. Explain what conclusions can be drawn if present trends in resource and energy development continue.
2. Explain what changes need to be made in energy production and consumption in order to implement the principles and guidelines of sustainable development.

Unit V: World Industrialization and Urbanization

Topic 1: Industrialization: Present Status and Effect

1. Explain what industrialization is.
2. Describe the Industrial Revolution, and analyze its effect on the world.
3. Explain what factors are necessary for industrialization to occur.
4. Explain the effect multinationals have had on industrialization.
5. Analyze how industrialization differs between developed and developing countries. Explain the implications.
6. Explain the problems and benefits associated with industrialization.



Topic 2: Urbanization: Present Status and Effect

1. Explain what urbanization is.
2. Explain what factors cause urban areas to develop, to grow, and to be limited in growth.
3. Describe the functions of urban areas.
4. Describe the problems related to urbanization.
5. Explain the historical connection between industrialization and urbanization, and the implications.

Topic 3: Present Challenges

1. Explain what conclusions can be drawn if present trends in industrialization continue, and if present trends in urbanization continue.
2. Explain how the present trends in industrialization and urbanization need to be altered to implement the principles and guidelines of sustainable development.

Unit VI : World Interdependence

Topic 1: World Interdependence

1. Explain how countries are interdependent, and what has caused the interdependence. Explain the implications.
2. Explain who and what promotes increasing interdependence and why. Explain the implications.
3. Explain the advantages and disadvantages of greater interdependence.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade_12.html.