

Grade 12 Western Civilization

Course Code 1136

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

Historical Review of Its Development

Grade 12 Western Civilization is designed to help learners understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. Learners will gain knowledge and understanding of why and how six concepts—religion, ideology, humanism, individualism, secularism, and scepticism—have influenced the development of Western civilization during different periods of time.

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 Learning Outcomes for Western Civilization

- Western civilization societies evolved for many reasons and influenced the world.
- Six major concepts—religion, ideology, humanism, individualism, secularism, and scepticism—have influenced the development of Western civilization during different periods of time.
- Technology has shaped society.
- Sustainable development should be considered an ideological direction for the future.
- Due to Canada’s colonial past, there are unresolved historical issues that need to be recognized and addressed.
- Greece and Rome, Judeo-Christian thought, and medieval religious and social institutions have played a fundamental role in shaping the Western world.
- The Renaissance, the Reformation, absolutism, and representative government contributed to the development of Western societies.
- The Age of Reason, and the political, agricultural, and industrial revolutions, as well as other major events of the nineteenth century (the reactionary and reform movements, the 1815 Congress of Vienna, the revolutions of 1848) influenced Western society.
- The First World War, the Second World War, the Cold War, and the collapse of the Soviet Union, and the ideological responses to them, changed the world balance of power.

Specific Learning Outcomes

Unit I: Introduction to Western Civilization

Topic 1: Writing History

1. Define history.
2. Describe how history is recorded.
3. Identify and describe the sources of history.
4. Explain why we study Western civilization.

Topic 2: Characteristics and Influences of Western Civilization

1. Describe the characteristics of Western civilization.
2. Identify the characteristics of Western societies that are not common to other societies.
3. Explain how Canada has been influenced by developments within Western civilization.



Topic 3: Major Concepts Influencing the Development of Western Societies

1. Explain the significance of the following six major concepts: religion, ideology, humanism, individualism, secularism, and scepticism.

Unit II: Pre-modern Western Civilization

Topic 1: The Legacy of Greece and Rome

1. Explain how life in ancient Greece and Rome reflected the six major concepts, and why these concepts arose in Greece and in Rome.
2. Contrast the ideals and practices of Roman society with those in Greece.
3. Describe the legacy of Greece and of Rome to Western civilization.

Topic 2: The Judeo-Christian and Islamic Influences

1. Describe the similarities and differences among Christianity, Judaism, and Islam, and explain why some religious groups were persecuted.
2. Describe the contributions of the Judeo-Christian and Islamic belief systems to Western civilization.

Topic 3: Medieval Religious and Social Institutions

1. Describe the role of the church and its relationship to the state in medieval society.
2. Explain how and where the two branches of Christianity developed.
3. Explain what caused the conflict between the Christian Church and Islam.
4. Explain how feudalism worked and the effect it had on society. (Consider the role of the monarchy and the origin of Divine Right.)

Unit III: The Renaissance, the Reformation, and Absolutism versus Representative Government

Topic 1: The Renaissance

1. Define the term *renaissance*.
2. Explain where and why the Renaissance arose.
3. What changes occurred during the Renaissance?
4. What was its effect on Western civilization?
5. Who were some important people during the Renaissance?
6. What were their contributions?
7. How are the six major cultural phenomena displayed in the Renaissance?



Topic 2: The Reformation

1. Define the term *reformation*.
2. Describe where the Reformation arose.
3. Explain why the Reformation occurred.
4. Explain which individuals and movements were significant during the Reformation, and why.
5. Describe the effects of the Reformation and the Counter-Reformation.

Topic 3: Absolutism versus Representative Government

1. Explain why the rulers became so powerful in societies where absolutism prevailed and how the rulers justified this power.
2. Describe the role of the common people and of the middle class in societies where absolutism prevailed.
3. Describe the changes in decision-making that developed in Britain by the late 1700s, and explain the role of the common people in that development.

Unit IV: The Age of Reason, and the Political, Agricultural, and Industrial Revolutions

Topic 1: The Age of Reason

1. Describe what a revolution is, and explain how and why they occur.
2. Research and explain how revolutions create problems as well as solve them.
3. Describe the Scientific Revolution, including what it meant, what it involved, and its effects.
4. Describe the Enlightenment, and explain its significance. (Consider the new movements, new philosophies, and new institutions.)
5. Identify some of the prominent individuals in the Age of Reason, and describe the effect they had.
6. Explain which of the six major concepts were prominent during the Age of Reason.

Topic 2: The Political, Agricultural, and Industrial Revolutions

1. Research to discover what the American Revolution and the French Revolution accomplished, and compare and contrast the two revolutions, explaining the effects of each.
2. Explain how the Agricultural Revolution contributed to the Industrial Revolution, and describe the effects of these revolutions.
3. Explain how the six major concepts were reflected during the Political, Agricultural, and Industrial Revolutions.



Unit V: Major Movements and Events of the Nineteenth Century (1815–1919)

Topic 1: Reaction (Conservatism) versus Reform (Liberalism)

1. Define the terms *reaction* and *reform*, and explain how reactionaries differ from reformers in their view of revolution.
2. Describe the aims of the Congress of Vienna of 1815, and explain to what extent these aims were achieved.
3. Describe the aims of the 1848 revolutions, and explain to what extent these aims were achieved.

Topic 2: Nationalism and Imperialism

1. Define the terms *nationalism* and *imperialism*.
2. Describe the economic and political motives of imperialism.
3. Explain how nationalist and imperialist ambitions affected international relations up to 1914.

Topic 3: Changing Perspectives (Optional)

1. Research and describe some of the main currents of thought during the latter part of the nineteenth century, and explain how they influenced society.

Unit VI: The Twentieth Century

Topic 1: The First World War and Major Developments to 1939

1. Explain how the First World War changed the balance of power in the world.
2. Describe the aims of the League of Nations, and explain to what extent the League was successful or not successful and why.
3. Research and describe the ideological responses to conditions prior to, during, and after the First World War.

Topic 2: The Second World War and Major Developments to the end of the Twentieth Century

1. Explain how the Second World War changed the balance of power in the world.
2. Describe the aims of the United Nations, and explain to what extent the UN has been successful or not successful and why.
3. Research and describe the ideological responses to conditions prior to, during, and after the Second World War.



Topic 3: Toward the Twenty-First Century

1. Research and describe the changes in realignment of powers that took place in the 1990s.
2. Explain how the acceleration of technology is influencing society.
3. Explain why the implementation of the concept, principles, and guidelines of sustainable development is an appropriate direction for Western civilization to take as it moves into the twenty-first century.

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.