



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: *Western Civilization 40F*

Teacher's Name: *Mr. Clint Howie*

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Course Description: The Senior 4 Western Civilization curriculum is designed to help students understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. This course will look at the development of Western Civilization focused on the six major concepts of religion, ideology, humanism, individualism, secularism, and skepticism.

Text/Other Resources: There is no textbook for this course. Research materials will be provided at the beginning of the course, with students progressing toward increasingly independent research. Use of digital devices will increase as the course progresses. NOTE: Chicago Manual of Style will be used for all written work in the class. Information on Chicago formatting and referencing can be found at:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Units of Study – *Adjustments will be made as necessary to meet the learning needs of the students.*

Unit Title	Learning Goals	Course Outcomes	Proposed time
Unit 1 — Understanding Western Civilization: History, Evidence & Interpretation	Examine how historians use evidence to construct interpretations of the past. Develop an initial understanding of Western Civilization and its inherited ideas. Evaluate historical evidence and competing interpretations. Construct and support an academic argument using evidence.	<i>Course outcomes explored will be used by students to examine and propose/defend their level of achievement at midterm conferences.</i>	Sept. 9 – Oct. 7
Unit 2 — Faith, Authority & the Individual	Examine how religion, institutions, intellectual exchange, humanism and reform shaped Western Civilization. Explore changing ideas about authority and the individual. Develop greater independence in finding, evaluating, documenting and using historical evidence.		Oct. 8 – Nov. 4
Midterm Conferences	Reflect on evidence of learning and growth across the course outcomes. Identify strengths, areas for growth and next steps toward greater independence. Defend an assessment of current proficiency using evidence.	☐ <i>Understanding Western Civilization</i> ☐ <i>Critical Thinking & Application</i> ☐ <i>Historical Interpretation</i> ☐ <i>Research & Use of Evidence</i> ☐ <i>Communication</i>	Nov. 5 – 10
Unit 3 — Reason, Rights & Revolution	Examine how reason, science, rights and new political ideas challenged traditional authority. Analyze how Enlightenment ideas contributed to political and social change. Synthesize competing ideas and evidence to construct and defend increasingly complex arguments.	<i>Course outcomes explored will be used by students to examine and propose/defend their level of achievement at final conferences.</i>	November
Unit 4 — Ideology, Empire & the Modern World	Examine how ideology, nationalism, industrialization, imperialism and conflict shaped the modern Western world. Analyze competing interpretations of historical developments. Critically evaluate the quality of arguments, evidence and historical scholarship.		Late November – December 17

Final — Western Civilization & the Modern World	Synthesize major ideas and developments from across the course. Apply the six recurring lenses to interpret the modern world. Conduct increasingly independent research and use evidence to develop and defend an interpretation about Western Civilization and its continuing influence.	☐ Understanding Western Civilization ☐ Critical Thinking & Application ☐ Historical Interpretation ☐ Research & Use of Evidence ☐ Communication	January
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Assessment Guidelines

There are various purposes for assessment:

- ☐ **Assessment *for* learning (formative assessment):** where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students. *The purpose of the early conferences in each unit is to provide timely feedback for the purpose of improving outcomes.*
- ☐ **Assessment *of* learning (summative assessment):** where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued

This year, grading for my course will be based on outcome-based assessment pedagogy, which means that marks will reflect students' level of achievement directly in relation to the learning outcomes of the course. I want to be transparent and ensure open communication with both students and families. Questions, feedback, and conversations are welcome at any time as we work together through this process. My goal is to provide grades that more accurately show what students know, understand, and can do, rather than focusing on completion or compliance.

This course will have an alternative format of assessment from traditional teacher assigned marks to a collaborative marking system.

The ungraded classroom – Why do we grade? That question drives the move toward ungrading. Instead, I focus on student learning through self-reflection and metacognition. Students self-assess and propose/defend their level of achievement, but the teacher ultimately determines the reported grade based on the body of evidence.

In this process the mark more genuinely reflects learning to a mastery level of the outcomes deemed most important for student learning and success.

If there are any questions on the grading system, please contact Mr. Howie at howie.clint@bsd.ca

Academic Achievement

Grades will be determined through conferences between Mr. Howie and the student. Students will use evidence of learning to self-assess and defend their achievement of the course outcomes. Regular conferences are an important part of this process. The reported grade will reflect the student's demonstrated achievement across the body of evidence available at that point in the course.

Unit Assessments 75%

Final Assessment..... 25%

Learning Behaviours

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.

Learning Behaviors	
Scale	C: Consistently – almost all or all the time U: Usually – more than half the time
	S: Sometimes – less than half the time R: Rarely – almost never or never
Personal Management Skills	<i>Uses class time effectively; works independently; completes homework and assignments on time.</i>
Active Participation in Learning	<i>Participates in class activities; self-assesses; sets learning goals.</i>
Social Responsibility	<i>Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities.</i>

Crocus Plains Expectations and Rules

Students need to be aware of the following expectations and rules:

- **Expectations for Behaviour**

- 1) Respectful behaviour
- 2) Appropriate language
- 3) No physical or verbal altercations

****General classroom behavior that is considered unacceptable and disruptive to the learning environment will not be tolerated****

- **Expectations for Appropriate Clothing**

In establishing and providing for a respectful, safe, and secure school environment, the wearing of appropriate clothing by students is an important factor. Students are expected to wear appropriate clothing in the school at all times during the school day.

Appropriate clothing is free from:

- ✓ Inappropriate words, phrases, and images that can be offensive to others. Any words, phrases, and images that are offensive to another's ancestry, including colour and perceived race, nationality or national origin, ethnic background or origin, religion or creed, sexual orientation, and physical or mental disabilities will not be considered appropriate.
- ✓ Promotion of narcotics and/or alcohol
- ✓ Promotion of violent or illegal activities
- ✓ Gang related clothing, colours, and symbols
- ✓ Being sexually explicit

- **Rules around Cell Phones**

- *On August 15, 2024, the Government of Manitoba has **banned** the use of cellular phones in the classroom for grades 9 -12, phones are permitted to be used on breaks and lunch. Phones may be used within a classroom with the permission of the classroom teacher for educational purposes only, supporting students with medical or diverse learning needs.*
- *Phones are **not permitted** for use in Mr. Howie's class as sufficient devices are available to support student learning.*
- **Rules around Smoking and Vaping**
Smoking and/or vaping are not allowed on school property.
- **Rules around Drugs and Alcohol**
Drugs and alcohol are not allowed on school property.
- **Rules around Weapons**
No weapons allowed on school property including replicas (jack-knives, swiss army knives, cap guns, etc.)
- **Rules around Hats, Jackets, and Backpacks**
Headgear
No headgear such as hats, toques, bandanas, or hoods will be worn in the school building. Headgear is to be removed when entering the school. Headgear is to be placed in the student's locker and is to remain in the student's locker until the student leaves the school at lunchtime or at the end of his or her scheduled classes. No headgear will be allowed in the classrooms, library, lecture theatre, band room, canteen, and gymnasium. Headgear, to comply with medical or program requirements, may be permitted in designated areas by permission of school administration. Headgear worn in recognized religious observations may be approved through consultation with parents and administration.

Coats and Jackets

All coats and jackets such as large, bulky jackets – winter parkas, winter team jackets, and trench coats will not be worn in the school building during the school day. These identified coats and jackets are to be left in student lockers.

Containers and Bags

Containers, such as backpacks, large bags, gym bags, not required immediately for physical education, must remain in the student lockers.

BSD Code of Conduct

The following situations will rely on the Brandon School Division code of conduct for disciplinary guidelines.

School Discipline Expectations Governed by Divisional Code of Conduct:

- ▶ Assaultive Behavior
- ▶ Drugs/Alcohol
- ▶ Harassment
- ▶ Non- Compliance/Disrespect
- ▶ Gang Related Behavior
- ▶ Dress Code---Hats, Backpacks

Academic Dishonesty

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on “knowingly”, the offence is deemed to have been committed if the person ought reasonably to have known.

Plagiarism

Representation of another person’s thoughts, writing/creative work, etc. as one’s own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one’s own work that was completed, in whole or in part, by another individual
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source

Plagiarism can also include re-using one’s own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Artificial Intelligence (AI)

Artificial intelligence tools such as ChatGPT can be useful tools for learning when used appropriately. However, AI cannot replace a student’s own thinking, analysis, research, or judgment. The purpose of assessment in this course is for students to demonstrate their own learning.

Whether AI may be used will depend on the learning activity or assessment. Unless permission is specifically given, students should assume that AI tools are not permitted on assessed work. When AI use is permitted, Mr. Howie will explain how it may be used.

Appropriate uses, when permitted, may include:

- checking clarity, grammar, or organization;
- receiving feedback on student-created work;
- helping generate questions or identify areas requiring further research;
- assisting with formatting or referencing.

AI may not be used to generate thinking, analysis, arguments, research, or written responses that a student presents as evidence of their own learning.

Students are responsible for the accuracy, quality, and academic integrity of everything they submit. AI-generated information may be inaccurate, incomplete, biased, or fabricated and should never be treated as a reliable source without verification.

Because assessment in this course includes discussion, reflection, conferencing, and defence of learning, students may be asked to explain their thinking, research process, sources, or submitted work. If a student cannot demonstrate that submitted work represents their own learning, additional evidence may be required.

Unauthorized AI use will be treated as a breach of academic honesty. Work that does not provide valid evidence of the student's own learning will be recorded as **INCO** (Incomplete) until the student provides appropriate evidence by revising, repeating, or replacing the assessment. Repeated breaches may be referred to school administration in accordance with school and divisional policy.

Breaches of Academic Honesty

- Breaches of the academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.
- Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.

Land Acknowledgement

Manitoba: The most common and widely accepted source of the name is from the Cree words 'manitou' (Great spirit) and 'wapow (sacred water)', or the Ojibway word 'Manito-bau'. These names refer to the narrows of Lake Manitoba, where waves dashed against rocky shores of Manitou Island. These sounds were thought to be sacred beats that dashed throughout Creation and created beauty, definition and meaning. It is the voice of the Great Spirit, Manitowapow (Sinclair & Cariou, 2011, pp. 4–5).

Crocus Plains Regional Secondary School is in Treaty 2 territory on land that is the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples and the homeland of the Métis Nation.

As a teacher in Manitoba, I recognize the past and present injustices that exist for the Indigenous Peoples of this land. Let this land acknowledgement be a call on all of us to learn more about the land we live on and envision a way to challenge racism, inequality and colonialism. Working together with all nations, Indigenous and non, to remove barriers in our society and raising up our communities together.