

Orientation to the
Civic Studies 11
Integrated Resource
Package (IRP)

2005

Part 1: Civic Studies 11

- ❖ How does Civic Studies 11 fit into the “2004 Graduation Program”?
- ❖ How was Civic Studies 11 developed?
- ❖ What topics does Civic Studies 11 address?



How does Civic Studies 11 fit into the “2004 Graduation Program”?

- all students under the new (2004) Graduation Program requirements must complete one of the following three Social Studies courses: Social Studies 11, BC First Nations Studies 12, or Civic Studies 11
- 4-credit course



How was Civic Studies 11 developed?

- based on recommendations from the *Graduation Program Review* (2002)
- written by a team of educators
- draft Civic Studies 11 was piloted in schools across BC in 2004
- draft Civic Studies 11 was reviewed by partners in education, including parents, students, and stakeholder groups
- revised based on pilot and public response
- implementation begins September 2005



Overall Objective for Civic Studies 11

To enhance students' abilities and willingness to participate actively and responsibly in civic life, by offering students opportunities:

- to deliberate individually and with others on civic matters—local to global—for the purpose of becoming informed decision makers empowered in civic action
- to form reasoned views on issues, and to participate in socially relevant projects and real-life learning
- to increase their ability to take more active roles as citizens of Canada and the world.



Curriculum Organizer: *Skills and Processes of Civic Studies*

Identifies the skills and processes that students develop as they explore the issues:

- critical thinking skills
- research and media literacy skills
- communication skills
- skills and attitudes of active citizenship



Curriculum Organizer: *Informed Citizenship*

Helps students develop the knowledge needed to become informed decision makers on a range of civic issues. Topics include:

- historical and contemporary events and factors defining Canadian identity
- Canadian government and politics
- Canadian law
- international law and government
- rights, freedoms, responsibilities, and privileges of citizenship
- human rights



Curriculum Organizer:

Civic Deliberation

Students learn to evaluate historical and contemporary civic decisions that have emerged in relation to a range of issues defining Canadian identity. Topics include:

- fundamental principles of democracy and their effect on civic issues
- dynamics of power
- role of values and beliefs in decision making
- the Canadian social safety net
- Canada's role in international issues
- concepts of Canadian citizenship



Curriculum Organizer:

Civic Action

Students learn to advance their own civic interest and effect social effectively and responsibly. Students are provided opportunities to:

- understand their own place in civic processes
- examine a range of processes of civic action to better understand how they operate and to assess their appropriateness for various purposes
- gain first-hand experiences in civic processes, and understand the various mechanism for public involvement
- take a position and implement a plan of action on a relevant civic issue.



Part 2: What's in the Civic Studies 11 IRP?

- ❖ What is an IRP?
- ❖ What are the components of the Civic Studies 11 IRP?



What Is an IRP?

IRP stands for Integrated Resource Package. It:

- is a provincial curriculum documents
- sets provincial standards for what students are expected to know and be able to do
- is written by teachers and other education professionals
- is produced by the Ministry of Education



What are the components of the Civic Studies 11 IRP?

- Introduction
- Curriculum Overview
 - Key Elements
- Prescribed Learning Outcomes
- Achievement Indicators
- Learning Resources, including Web Sites
- Classroom Assessment Model
 - Suggested Timeframe
 - Assessment Overview Table
- Glossary



Introduction

provides general information about Civic Studies 11, including:

- Rationale
- Goals for Civic Studies 11
- Considerations for Program Delivery:
 - addressing local needs
 - involving parents/guardians
 - sensitive content
 - confidentiality
 - inclusion, accessibility, and equity
 - working with the school and community
 - working with the Aboriginal community
 - information and communications technology



Curriculum Overview

provides more specific information about Civic Studies 11, including:

- a graphic overview of the course content
- descriptions of curriculum organizers
- key elements
- assessment overview table



Key Elements

- descriptions of content
- help determine the intended depth and breadth of prescribed learning outcomes
- by curriculum organizer
- can be used as a course overview or an outline



Prescribed Learning Outcomes

- legally mandated content standards
- required attitudes, skills, and knowledge
- what students are expected to know and be able to do
- expectations for all students



Achievement Indicators

- identify specific level of attitudes, skills, or knowledge in relation to a corresponding prescribed learning outcome
- one learning outcome can have several achievement indicators
- help guide classroom assessment
- suggested, not prescribed



Learning Resources

- Grade Collection (recommended learning resources) for Civic Studies 11
- suggested web sites for teacher and student use (web sites do not have recommended status and need local approval)



Assessment Overview Table

suggestions and guidelines for classroom-based assessment and grading



Classroom Assessment Model

- 6 units provided to help teachers plan classroom assessment

Note: *Erratum* ... The heading/title of Unit 1 should be: “Active Citizenship – Roles and Responsibilities of Individuals”

- presented by curriculum organizer
- addresses all of the prescribed learning outcomes for the course
- suggestions only



Classroom Assessment Model (cont'd)

includes a variety of **instructional** approaches to address a range of learning styles and to help make learning relevant for all students

- case studies
- role plays
- guest speakers
- charts
- research projects
- journals
- brainstorming
- presentations
- discussions
- worksheets
- posters, models, diagrams
- simulations
- debates



Classroom Assessment Model (cont'd)

includes a variety of **assessment** approaches to promote assessment for learning and to help students promote their own achievement

- teacher assessment
- self-assessment
- peer assessment
- journals, learning logs
- personal contracts
- written and oral tests
- questionnaires
- portfolios
- student-teacher conferences
- individual and group presentations



Classroom Assessment Model (cont'd)

- each section addresses clusters of learning outcomes and achievement indicators
- suggested instructional activities provide guidance for teachers to help students meet the prescribed learning outcomes
- each suggested assessment activity directly corresponds to a particular instructional activity
- assessment activities list specific criteria for teacher, peer, or self-assessment



Classroom Assessment Model (cont'd)

- recommended learning resources relate to the specific learning outcomes for that section
- selected web sites relate to the specific learning outcomes for that section (web sites are suggested only, and do not have recommended resource status)
- sample assessment instruments are provided at the end of each unit
- contain criteria specific to one or more of the suggested assessment activities in the unit



For more information

- full text of all current IRPs and other curriculum information is available at:
<http://www.bced.gov.bc.ca/irp/irp.htm>
- information about the Graduation Program can be found at:
<http://www.bced.gov.bc.ca/graduation/>

