This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of
- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section in this IRP for additional information.)

COMPARATIVE
CIVILIZATIONS 12

Integrated Resource Package 2006

BRITISH COLUMBIA
The Best Place on Earth

Ministry of
Education

IRP 084

This document has been updated from the 1997 IRP to include suggested achievement indicators, a more clear and succinct set of prescribed learning outcomes, a snapshot of the course's key elements, and other minor refinements, while maintaining the original intent and essence of the 1997 curricular content.

This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Comparative Civilizations 12. This document supersedes the *Comparative Civilizations 12 Integrated Resource Package* (1997).

> The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about Comparative Civilizations 12, including special features and requirements.

Included in this section are
- a rationale for teaching Comparative Civilizations 12 in BC schools
- information about graduation program requirements
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- a suggested timeframe for the course

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

LEARNING RESOURCES

This section contains general information on learning resources, and provides a link to titles, descriptions, and ordering information for the recommended learning resources in the Comparative Civilizations 12 Grade Collection.

INTRODUCTION

Comparative Civilizations 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Comparative Civilizations 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes and achievement indicators.

This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the prescribed learning outcomes
- introducing suggested achievement indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section later in this IRP for additional information.)

Comparative Civilizations 12, in draft form, was available for public review and response from November to December, 2005. Feedback from educators, students, parents, and other educational partners informed the development of this updated IRP.

RATIONALE

Comparative Civilizations 12 focusses on the study of the inter-relationships among values, culture, civilization, and the arts. For the purpose of this curriculum, these terms are defined as follows:

- *art* and *artworks* are used in the broadest sense to include literature, fine arts (e.g., dance, drama, music, visual arts), and applied arts (e.g., architecture, fashion, jewellery)

- *culture* is the way of life of a given group of people
- *civilization* is the synthesis of a characteristic set of artworks, beliefs, institutions, and ways of living of people in a specific place and time
- *values* refers to a set of beliefs that are held in common

Comparative Civilizations 12 provides students with a range of experiences and skills that facilitate their understanding of, and sensitivity to, a variety of cultures. It fosters students' awareness of various civilizations throughout the world, and of the contributions of these civilizations to the sum of human experience.

Comparative Civilizations 12 provides opportunities for students to

- study and compare various world cultures and civilizations by analysing political, social, and economic structures
- examine elements of culture such as belief systems, daily life, gender roles, and power and authority
- understand the basic concepts of art, culture, and civilization, and their relationships to each other
- develop open-mindedness based on their understanding of various world cultures and civilizations
- broaden their perspectives – from a study of world cultural history – to think and act as world citizens

REQUIREMENTS AND GRADUATION CREDITS

Comparative Civilizations 12 is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for this course.

The course code for Comparative Civilizations 12 is CCN 12. This course is also available in French (Civilisations comparées 12; course code CCNF 12).

For more information, refer to the Ministry of Education examinations web site: www.bced.gov.bc.ca/exams/

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Comparative Civilizations 12 are grouped under the following curriculum organizers.

Note that the ordering of these organizers is not intended to imply an order of instruction.

Comparative Civilizations 12			
Research and Presentation Skills	Foundations of Civilization	Culture and the Arts	Culture and Values

Research and Presentation Skills
The prescribed learning outcomes in this organizer emphasize the skills and attitudes required for the study of cultures in both the acquisition and presentation of information.

Foundations of Civilization
In this organizer, students are provided with the knowledge base and context essential for the study of civilizations. Students develop an understanding of key cultural concepts and elements, and learn to recognize the relationship between culture and civilization.

Culture and the Arts
Students learn about artistic expression in order to understand the links between the arts and other facets of culture. Students are given opportunities to gain insight into artistic expression, enabling them to better understand world cultures.

Culture and Values
Students are encouraged to appreciate the diversity of worldviews and cultures, and to recognize the range of values inherent in those cultures.

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

Comparative Civilizations 12 is a four-credit course, and as such requires approximately 90-110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.

CONSIDERATIONS FOR PROGRAM DELIVERY

Comparative Civilizations 12

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis
- organizing course delivery

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to Comparative Civilizations 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career

education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

> For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

There is some flexibility in the Comparative Civilizations 12 curriculum, providing opportunities for individual teacher and student choice in the selection of topics to meet learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is that these important issues will be addressed by all students. Issues of interest to individual school communities may also be addressed in addition to these prescribed topics.

For additional suggestions on selecting topics to address the learning outcomes, see the information on Organizing Course Delivery later in this section.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Comparative Civilizations 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

It is highly recommended that schools inform parents and guardians about the Comparative Civilizations 12 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students, via a course outline at the beginning of the course,

of the prescribed learning outcomes for
the course
• responding to parent and guardian requests to
discuss course unit plans, learning resources, etc.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy
Act* (FOIPPA) applies to students, to school districts,
and to all curricula. Teachers, administrators, and
district staff should consider the following:
• Be aware of district and school guidelines
regarding the provisions of FOIPPA and how
it applies to all subjects, including Comparative
Civilizations 12.
• Do not use students' Personal Education
Numbers (PEN) on any assignments that
students wish to keep confidential.
• Ensure students are aware that if they disclose
personal information that indicates they are at
risk for harm, then that information cannot be
kept confidential.
• Inform students of their rights under FOIPPA,
especially the right to have access to their own
personal information in their school records.
Inform parents of their rights to access their
children's school records.
• Minimize the type and amount of personal
information collected, and ensure that it is
used only for purposes that relate directly
to the reason for which it is collected.
• Inform students that they will be the only
ones recording personal information about
themselves unless they, or their parents, have
consented to teachers collecting that information
from other people (including parents).
• Provide students and their parents with the
reason(s) they are being asked to provide
personal information in the context of the
Comparative Civilizations 12 curriculum.
• Inform students and their parents that they can
ask the school to correct or annotate any of the
personal information held by the school, in
accordance with Section 29 of FOIPPA.
• Ensure students are aware that their parents
may have access to the schoolwork they create
only insofar as it pertains to students' progress.
• Ensure that any information used in assessing
students' progress is up-to-date, accurate,
and complete.

> For more information about confidentiality,
> refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people
of varied backgrounds, interests, and abilities.
The Kindergarten to Grade 12 school system
focusses on meeting the needs of all students.
When selecting specific topics, activities, and
resources to support the implementation of
Comparative Civilizations 12, teachers are
encouraged to ensure that these choices support
inclusion, equity, and accessibility for all students.
In particular, teachers should ensure that classroom
instruction, assessment, and resources reflect
sensitivity to diversity and incorporate positive
role portrayals, relevant issues, and themes such
as inclusion, respect, and acceptance.

Government policy supports the principles of
integration and inclusion of students for whom
English is a second language and of students with
special needs. Most of the prescribed learning
outcomes in this IRP can be met by all students,
including those with special needs and/or ESL
needs. Some strategies may require adaptations
to ensure that those with special and/or ESL needs
can successfully achieve the learning outcomes.
Where necessary, modifications can be made to
the prescribed learning outcomes for students
with Individual Education Plans.

> For more information about resources and
> support for students with special needs, refer
> to www.bced.gov.bc.ca/specialed/
>
> For more information about resources
> and support for ESL students, refer to
> www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

Comparative Civilizations 12 addresses a wide
range of skills and understandings that students
are developing in other areas of their lives. It is
important to recognize that learning related to
this curriculum extends beyond the Comparative
Civilizations 12 classroom.

School and district-wide programs – such as student government, active schools, work experience, and service clubs – support and extend learning in Comparative Civilizations 12. Community organizations may also support the Comparative Civilizations 12 curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:
- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that the guest speakers are clear about their purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula.

To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

> For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology.

Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Comparative Civilizations 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:
- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it "fair" to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)

- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or "collectives" to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school's financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

DEBATE

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills,

and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in Comparative Civilizations 12 classes. Examples of relevant debate forms include
• informal classroom debate
• formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
• model parliaments, model UN
• round table discussions
• mock trials
• town hall forums
• online forums

MEDIA ANALYSIS

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of Comparative Civilizations 12, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to Comparative Civilizations 12:
• *Purpose:* People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
• *Values:* Media messages communicate explicit and implicit values.
• *Representation:* Media messages are constructed; they are only representations of real or imaginary worlds.
• *Codes, Conventions, and Characteristics:* Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.

• *Production:* People who understand the media are better able to make purposeful media messages.
• *Interpretation:* Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
• *Influence of Media on Audience:* Media messages can influence people's attitudes, behaviours, and values.
• *Influence of Audience on Media:* People can influence media institutions and the messages they produce and transmit.
• *Control:* People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
• *Scope:* Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.

ORGANIZING COURSE DELIVERY

Curriculum contains general learnings that can be delivered via a focus on any civilization.

When planning for delivery, teachers can choose to organize the course
• geographically (e.g., including a focus on civilizations from Africa, the Americas, Asia, Europe, the Middle East, and Oceania)
• chronologically
• thematically

See the table on the next page for examples of possible themes for course delivery.

Whatever the approach taken to organize delivery, teachers are encouraged to include opportunities for student self-directed study.

Suggested Themes for Comparative Civilizations 12

The following themes are examples only.

Belief Systems	Daily Life	Power and Authority
Mythologies • founding myths and legends • worldviews (includes cultural perspectives of the world) • cultural heroes *Religions and Philosophies* • ritual processes and practices • religious and philosophical communications (sacred texts, glyphs) • ideology • divinities • archetypes • animal totems, spirit doubles • eternity, afterlife *Symbolic Structures and Representations* • symbols and imagery • cultural icons • architecture and monuments • pictorial art • performing arts • literature • regalia *View of Nature and the Universe* • scientific rationalism • mysticism • romanticism • spiritualism • transformation and metamorphosis • order and harmony	*Transmission of Culture* • forms of writing (journals, diaries, letters) • oral tradition (storytelling, song) • education (formal and informal) • art *Social Organization* • gender roles • matriarchal/patriarchal social structures • morals • class/caste structures • clans/tribes • rites of passage *Routines and Behaviours* • language • home life • work • manners • economic structures • technology • art (literary, fine arts, applied arts) • food, clothing, and textiles • entertainment • games and sport • markets and consumerism	*Images of Power and Authority* • archetypes • monuments • costumes/regalia *Institutionalized Religion* • theocracy • taboos and folk ways • censorship *War and Conquest* • empire building • militarism in society • the "just" war • peacemakers and peace movements *The State* • government structures • law and order • leadership • citizenship

PRESCRIBED LEARNING OUTCOMES

Comparative Civilizations 12

P*rescribed learning outcomes* are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Comparative Civilizations 12 are presented by curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

WORDING OF PRESCRIBED LEARNING OUTCOMES

All learning outcomes complete the stem, "It is expected that students will…."

When used in a prescribed learning outcome, the word "**including**" indicates that any ensuing item **must be addressed**. Lists of items introduced by the word "including" represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

DOMAINS OF LEARNING

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom's taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.
- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Prescribed Learning Outcomes: Comparative Civilizations 12

It is expected that students will:

RESEARCH AND PRESENTATION SKILLS

A1 apply research skills – including accessing information, collecting and evaluating data, organizing information, and citing sources – to interpret, evaluate, and apply information from artefacts, oral tradition, and other primary and secondary sources

A2 apply critical thinking skills – including questioning, comparing, summarizing, and drawing conclusions – to generate and defend a position on a selected civilization

A3 communicate their knowledge and understanding about civilizations by using effective written, oral, and graphic communication skills

FOUNDATIONS OF CIVILIZATION

B1 describe concepts that define the study of civilizations

B2 analyse elements and characteristics that contribute to the identity of civilizations, including
- structures of power and authority
- belief systems incorporated into daily activities
- systems of social organization
- conflict, war, and conquest
- influence of the natural environment
- methods of cultural transmission over time

CULTURE AND THE ARTS

C1 analyse how the arts express civilizations' cultural elements, including
- belief systems
- social organization
- language
- power and authority
- order and harmony
- archetypes

CULTURE AND VALUES

D1 evaluate the components of value systems within and among cultures, including
- religion and mythology
- morals and ethics
- heroes and role models
- philosophical viewpoints

D2 analyse the diverse values and beliefs of civilizations

STUDENT ACHIEVEMENT

Comparative Civilizations 12

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as
• observation
• student self-assessments and peer assessments
• quizzes and tests (written, oral, practical)
• samples of student work
• projects and presentations
• oral and written reports
• journals and learning logs
• performance reviews
• portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction to support student achievement.
• Assessment **for** learning is assessment for purposes of greater learning achievement.
• Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
• Assessment **of** learning is assessment for purposes of providing evidence of achievement for reporting.

Assessment for Learning
Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:
• What do students need to learn to be successful?
• What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Comparative Civilizations 12.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Formative assessment is *ongoing in the classroom*	**Formative assessment is *ongoing in the classroom***	**Summative assessment occurs *at end of year or at key stages***
• teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment	• self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings	• teacher assessment • may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind.*

> This resource is available online at
> www.wncp.ca/

Criterion-Referenced Assessment and Evaluation
In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

Step 1	Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
Step 2	Establish criteria. When appropriate, involve students in establishing criteria.
Step 3	Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria.
Step 4	Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
Step 5	Provide examples of the desired levels of performance.
Step 6	Conduct the learning activities.
Step 7	Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
Step 8	Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
Step 9	Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
Step 10	Communicate the results of the assessment and evaluation to students and parents/guardians.

KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or speech; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Comparative Civilizations 12 curriculum. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Key Elements: Comparative Civilizations 12

RESEARCH AND PRESENTATION SKILLS

- using a variety of primary and secondary sources and strategies in research, such as the Internet, texts, artefacts, visual sources, and literature
- developing and defending a position by establishing a thesis, taking a side, providing supporting evidence, and using a variety of sources to support research
- demonstrating a variety of presentation skills, such as analysing and interpreting, using visual and graphic aids, making insightful connections, and considering cultural connections

FOUNDATIONS OF CIVILIZATION

- definitions of civilization (e.g., civilized, uncivilized, developing, advanced)
- research disciplines (e.g., archaeology, anthropology, paleontology, paleoanthropology)
- power and authority
- role of belief systems (e.g., religion, mythology, philosophy) in the development of culture
- mechanisms of social organization, such as caste, class, gender, age, and race
- conflict, war, and conquest
- cultural transmission
- connections between the natural environment and the growth of civilizations

CULTURE AND THE ARTS

- characteristics of artistic expression
- how the arts communicate culture

CULTURE AND VALUES

- components of values systems (e.g., ethics and morality, philosophy, religion and mythology)
- how social structures represent value systems

RESEARCH AND PRESENTATION SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.* *Students who have fully met the prescribed learning outcome are able to:*
A1 apply research skills – including accessing information, collecting and evaluating data, organizing information, and citing sources – to interpret, evaluate, and apply information from artefacts, oral tradition, and other primary and secondary sources	❑ access and use a variety of primary and secondary sources and strategies to conduct research, including – artefacts – visual sources such as videos, films, museum exhibits, or gallery displays – artworks – oral tradition – literature – electronic sources (e.g., the Internet) ❑ organize collected information appropriately and effectively (e.g., using outlines, summaries, notes, timelines, visual organizers) ❑ interpret, synthesize, and evaluate collected information ❑ cite sources consistently and appropriately using standard style conventions
A2 apply critical thinking skills – including questioning, comparing, summarizing, and drawing conclusions – to generate and defend a position on a selected civilization *Organizer 'Research and Presentation Skills' continued on page 25*	❑ develop and defend a position or thesis in relation to a civilization by – developing pertinent questions to define a topic or aspect of a culture – taking a side or position – developing a thesis – defending the thesis by providing supporting evidence – using a variety of sources to support the research – preparing to defend against counter-arguments ❑ recognize connections between events and their causes, consequences, and implications (e.g., rise and fall of a civilization)

Prescribed Learning Outcomes	Suggested Achievement Indicators
Organizer 'Research and Presentation Skills' continued from page 24 A3 communicate their knowledge and understanding about civilizations by using effective written, oral, and graphic communication skills	❑ demonstrate a variety of presentation skills, including – organization of the process and sequence – effective development of overviews and summaries – analysis and interpretation of written and visual information – effective delivery skills (e.g., pacing, emphasis, repetition) – communication of ideas, opinions, and arguments in a variety of representations or formats: oral, written, and graphic ❑ create a structured presentation to communicate knowledge and information about one or more selected civilizations, including – effective organization and design (e.g., by chronology, geography, theme) – communication of a clearly defined position with supporting evidence – selection of appropriate communication method(s) (e.g., role play, model, essay, oral report) – use of visuals as appropriate (e.g., slide shows, transparencies, video, multimedia)

FOUNDATIONS OF CIVILIZATION

Prescribed Learning Outcomes	Suggested Achievement Indicators
	The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.
It is expected that students will:	*Students who have fully met the prescribed learning outcome are able to:*

B1 describe concepts that define the study of civilizations	❑ define the term civilization and determine the biases and ambiguity that affect how civilizations are described as "civilized," "uncivilized," "developing," or "advanced"
	❑ identify elements that relate culture to civilization
	❑ define the roles of the various research disciplines involved in the study of civilizations, including
	  – archaeology
	  – anthropology
	  – paleontology
	  – paleoanthropology
	❑ describe the significance of the following to the study of civilizations:
	  – the explanation of evolution and creation
	  – research through the use of a variety of primary and secondary sources (e.g., artefacts, artworks, literature, oral tradition)
	  – time-dating of artefacts from archaeological finds

B2 analyse elements and characteristics that contribute to the identity of civilizations, including
  – structures of power and authority
  – belief systems incorporated into daily activities
  – systems of social organization
  – conflict, war, and conquest
  – influence of the natural environment
  – methods of cultural transmission over time
	❑ explain how civilizations exercise power and authority, including
	  – leadership roles and duties
	  – political organization (creation of institutions of authority)
	  – law-making
	  – crime and punishment
	❑ describe the role and characteristics of belief systems – such as religion, mythology, and philosophy – in the development of culture, including
	  – religious doctrine, rituals, and ceremonies
	  – myths, legends, and heroes
	  – values and morals
	  – philosophical beliefs (e.g., views regarding life, death, war, punishment, nature)
	❑ describe the mechanisms of social organization, including
	  – caste, class, status
	  – age
	  – gender
	  – race
	❑ describe how conflict, war, and conquest affect philosophy, cultural diffusion, and invention (e.g., militarism, weaponry, enemies, alliances, assimilation)
	❑ explain the connections among the natural environment (e.g., climate, terrain, resources for economic development), economy, and the growth of civilizations (e.g., agricultural revolution, domestication of animals, settlement patterns)
	❑ describe the inter-relationships among cultural transmission, trade, and technological advancement

CULTURE AND THE ARTS

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.* *Students who have fully met the prescribed learning outcome are able to:*

C1 analyse how the arts express civilizations' cultural elements, including
  – belief systems
  – social organization
  – language
  – power and authority
  – order and harmony
  – archetypes
	❏ examine a variety of artistic works (e.g., architecture, dance, drama, fashion, literature, music, painting, sculpture, carving) from a range of civilizations with regard to characteristics such as
	  – traditions
	  – purposes
	  – themes
	  – use of symbols and imagery
	  – materials and techniques
	❏ using specific examples, describe how civilizations incorporate various forms of artistic works to express and influence cultural values, including
	  – belief systems
	  – social organization
	  – language
	  – power and authority
	  – order and harmony
	  – archetypes
	❏ develop and defend a personal position on how artistic works mirror and shape culture

CULTURE AND VALUES

Prescribed Learning Outcomes	Suggested Achievement Indicators
	The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.
It is expected that students will:	*Students who have fully met the prescribed learning outcome are able to:*
D1 evaluate the components of value systems within and among cultures, including – religion and mythology – morals and ethics – heroes and role models – philosophical viewpoints	❑ describe the development of value systems for various civilizations (e.g., moral codes, religious doctrine, age and gender roles, crime and punishment) ❑ assess the relationship among ethics, morality, and cultural values (e.g., the source of morality and truth, views of right action and right conduct) ❑ describe the philosophical viewpoints of various cultures with regard to universal concepts of life (e.g., love, death, time, space, nature, war and conflict, peace, prosperity, eternity/afterlife)
D2 analyse the diverse values and beliefs of civilizations	❑ describe how social and/or government structures of a civilization reflects its value systems (e.g., feudal Japan, caste system in India, Medieval European views of a God-ordered society and the divine right of kings) ❑ compare the value systems of two or more civilizations

LEARNING RESOURCES

Comparative Civilizations 12

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Comparative Civilizations 12 Grade Collection.

What Are Recommended Learning Resources?
Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?
Teachers must use either:
• provincially recommended resources OR
• resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?
The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)
www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

What Funding is Available for Purchasing Learning Resources?
As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

What Kinds of Resources Are Found in a Grade Collection?
The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

COMPARATIVE CIVILIZATIONS 12 GRADE COLLECTION

The Grade Collection for Comparative Civilizations 12 lists the recommended learning resources for this course. Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collection on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Comparative Civilizations Grade Collection: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm