

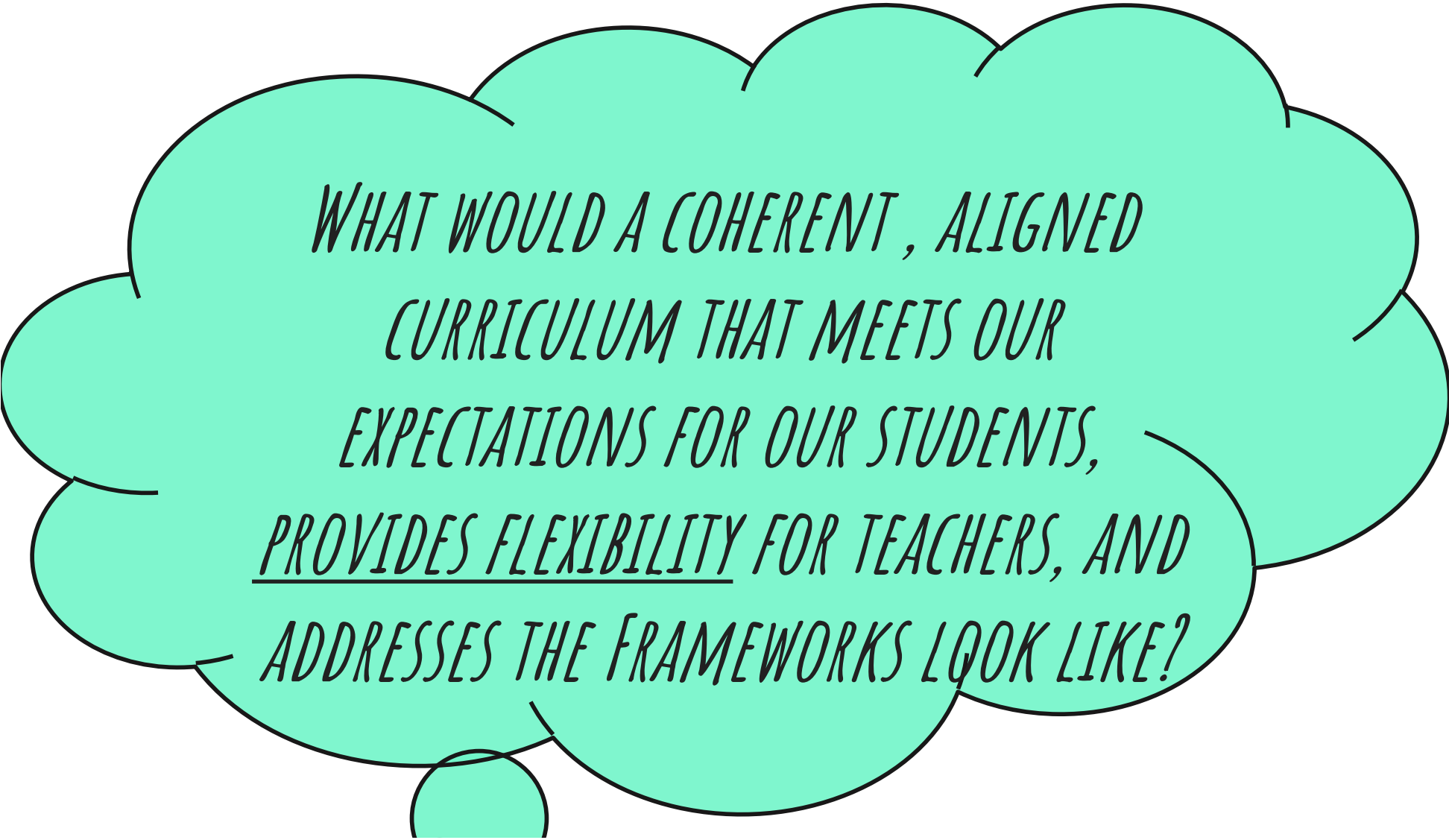
# CIVICS: AN UPDATE

**Presentation to School Committee  
October 2, 2019**

BE A CITIZEN.  
READ.  
QUESTION.  
THINK.



What does it mean to be a citizen?



*WHAT WOULD A COHERENT, ALIGNED  
CURRICULUM THAT MEETS OUR  
EXPECTATIONS FOR OUR STUDENTS,  
PROVIDES FLEXIBILITY FOR TEACHERS, AND  
ADDRESSES THE FRAMEWORKS LOOK LIKE?*

# WHAT SKILLS DO OUR STUDENTS NEED TO BE GOOD CITIZENS?

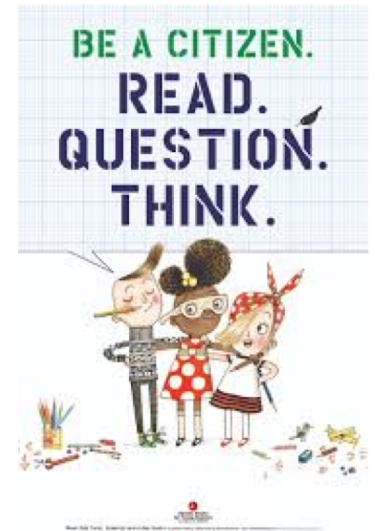
**Pause and jot down any of the skills you'd expect students to develop over time.**



# MA FRAMEWORKS → SKILLS & CONTENT

## Standards of Practice

1. **Demonstrate civic knowledge, skills, and disposition.**
2. **Develop focused questions or problem statements and conduct inquiries.**
3. **Organize information and data from multiple primary and secondary sources.**
4. **Analyze the purpose and point of view of each source; distinguish opinion from fact.**
5. **Evaluate the credibility, accuracy, and relevance of each source.**
6. **Argue or explain conclusions, using valid reasoning and evidence.**
7. **Determine next steps and take informed action, as appropriate.**



*Students should have multiple consistent opportunities to practice these skills each year. What do they look like in “real” classrooms?*

LET'S TRY IT.





# TURN & TALK

Example:

Closed Question

Who is that woman?

Open Question

What does the woman symbolize?



# PROJECT BASED LEARNING → ENGAGED CITIZENS

- SPS→ Strategic & District Goals
  - *Provide students opportunities to engage in project based learning experiences*
- From MA Legislature→ All students must have opportunity to participate in one student led non-partisan civics project in Grade 8 AND at some point before graduation.
- **COMMUNITY OF LEARNERS**

# SEL IN ACTION: HABITS OF WORK & LEARNING



Growth of  
Skill sets

Tasks and  
compliance

# MA FRAMEWORKS- CONTENT WILL BE ADJUSTED, TOO.

*Life is a series of adjustments.  
You can make changes along the way, but if you don't start moving forward you'll never get anywhere.*

~Kimora Lee Simmons

- Step 1- determine units/topics for all levels that reflect Frameworks
- Step 2- determine common content
- Step 3- pilot implementation
- Step 4- reflect, discuss, analyze
- Step 5- go back to step 1 & 2

# NEXT STEPS FOR SPS : THEMES & THROUGH LINES

- Teachers at SHS are piloting different themes to use in their instructional and assessment strategies.
  - Economics, Geography, Government & Politics, Society
- Some “pilot” projects are underway at other levels.





QUESTIONS?

