



Cultivating Strong Civic Purpose



Bellevue School District

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Back Story

- **Collective district vision** for students to engage with community
- **District Positive & Productive Life Initiative**
- **Academic shift with the C3 Framework**
“Students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them... and communicate and act upon what they learn.”
- State and District **Graduation Requirements** Change
- **WA State Civics Initiative** endorsed and affirmed mission

Social Studies



Social Studies Education
in the State of Washington

Civic Education Initiative: Requirements and Resources

What is the Civic Education Initiative?

OSPI is working to ensure that every student is provided with a high-caliber civic education from kindergarten through high school graduation. We are calling this the Civic Education Initiative.



Bellevue School District Instructional Initiatives



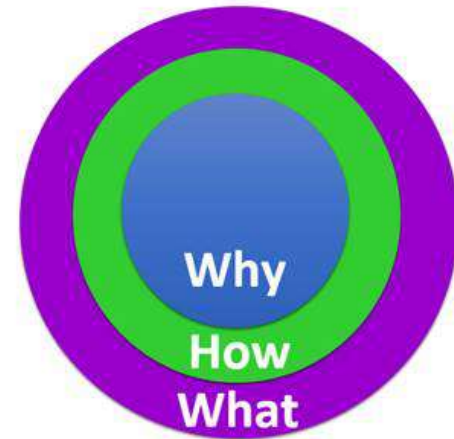
Preparing students for a positive and productive life through the development of interpersonal skills and a **commitment to the community.**





Cultivating Civic Purpose Journey

- Defined district mission for K-12 Program
- Examined existing curriculum for untapped civics learning opportunities
- Crafted essential questions themed to existing curriculum
- Facilitated teacher conversations
- Connected with local, national and international communities and service organizations for authentic engagement
- Collected civics learning data
- Fostered a sense of agency in students
- Embedded manageable service learning into instruction





Bellevue School District Commitment to the Community Mission Statement

- Progressing developmentally from elementary to high school, each and every student will understand the elements, interdependence and connectivity of their personal and broader communities. (Civics Knowledge)
- Furthermore, each and every student will responsibly serve their personal and broader communities by committing their energy, time and talents. (Civics Engagement)

Bellevue SD Demographics

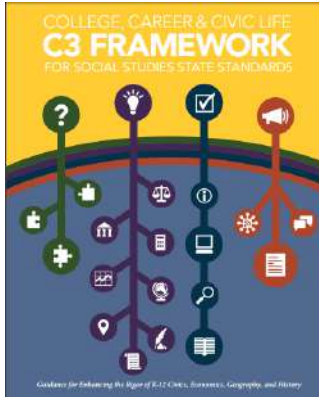
20,400 Students

20% F/R lunch	34% Asian
8% Sp. Ed.	12% Hispanic
12% ELL	9% Multi-ethnic
10% Gifted	42% White
	3% African American

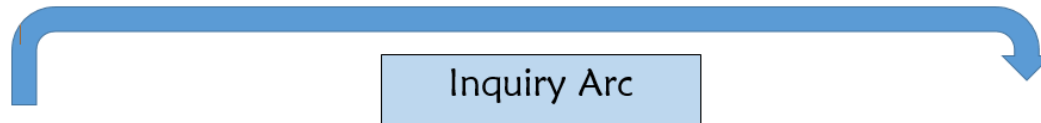


Necessary Instructional Shifts

C3 Framework – Civics Standards



<p>D2.CIV.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.</p>	<p>D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping peoples lives.</p>	<p>D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.</p>
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Inquiry Arc

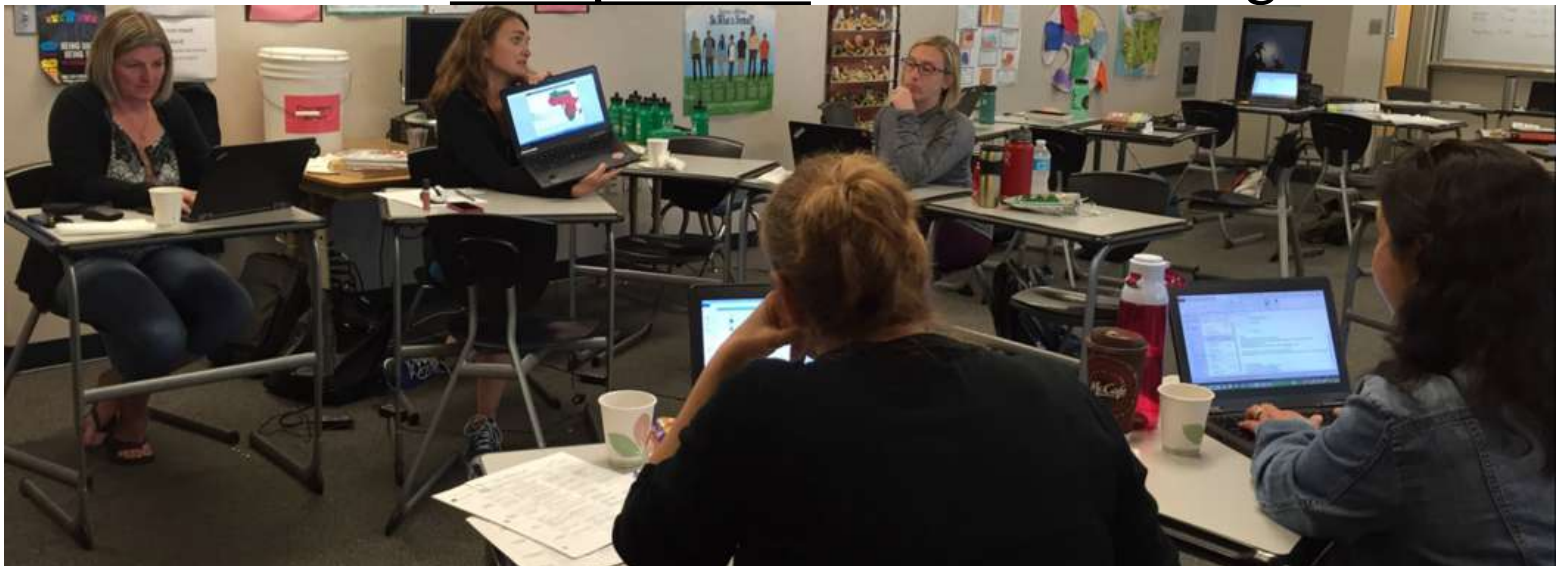
<p>Developing Questions & Planning Inquiries</p> <ul style="list-style-type: none"> Start with guiding or essential questions <p>Question</p>	<p>Applying Disciplinary Concepts & Tools</p> <ul style="list-style-type: none"> What does an historian, economist, geographer think and/or do? <p>Know</p>	<p>Using & Evaluating Sources & Evidence</p> <ul style="list-style-type: none"> Analyze and evaluate multiple sources on the same topic <p>Analyze</p>	<p>Communicating Conclusions & Taking Informed Action</p> <ul style="list-style-type: none"> Create an authentic product or action which shows an application of the learning <p>Action</p>
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Cultivating Untapped Civics Learning Opportunities



- Curriculum-knowledgeable teachers studied the C3 Framework to critique current curriculum
- Teacher teams developed civics focused lessons from current lesson using the C3 Framework & Inquiry Arc
- Teacher teams incorporated Service Learning





Primary Essential/Driving Questions

Grade	Kindergarten	Grade 1	Grade 2
Social Studies Theme	Me and My World	My School & Family	My Community
Question	What feelings can I have each day?	How can I help my school and family?	What makes a community?
Question	How can I work and play with others?	What positive civic behaviors do I see in myself?	How can we improve our community?



Intermediate Essential/Driving Questions

Grade	Grade 3	Grade 4	Grade 5
Social Studies Theme	My Community & Beyond	Washington State History	US History Through Founding Documents
Question	What do I bring to my community?	What is essential for communities to thrive while protecting individual freedoms?	What qualities does an upstanding productive citizen possess?
Question	What are the benefits of our cultural contributions?	What makes a community successful?	What impact can individual citizens make in their community?
Question		Why is it important for me to be involved in my community?	What can collective citizenship accomplish?



Essential/Driving Questions

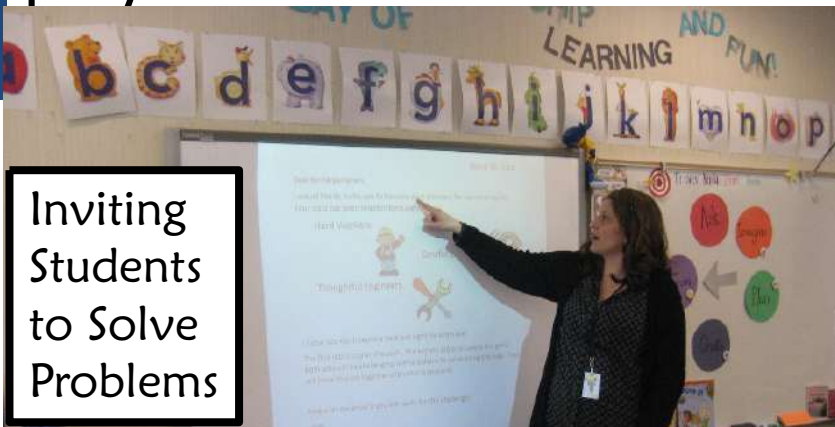
Grade	6	7	8
Course Content	Western World	Eastern World	U.S. History thru Civil War
Driving Questions	<p>What does it mean to be an informed global citizen?</p> <p>What challenges do communities face?</p>	<p>How can being an informed global citizen help to improve sustainability?</p> <p>How do communities address the challenges that affect their water systems in a sustainable way?</p>	<p>What does it mean to be an American citizen?</p> <p>Additional Essential Questions under development.</p>



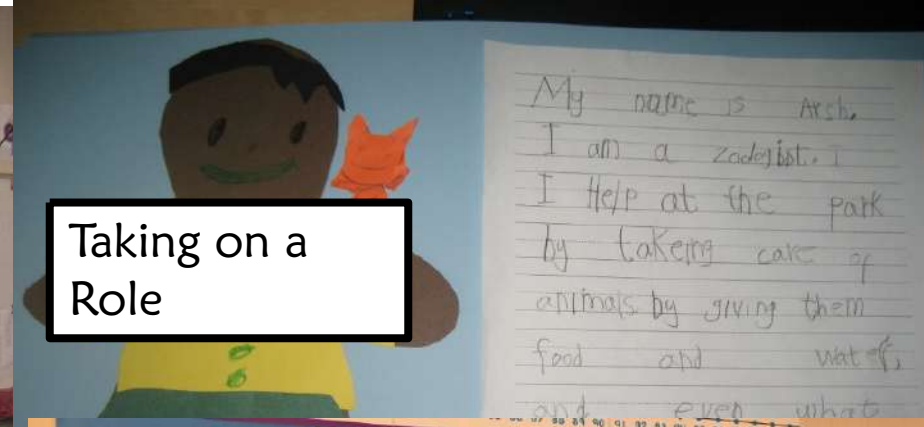
Kindergarten: What's in my neighborhood?

Essential/Driving Question: How can I work and play with others?

Evolved To This!



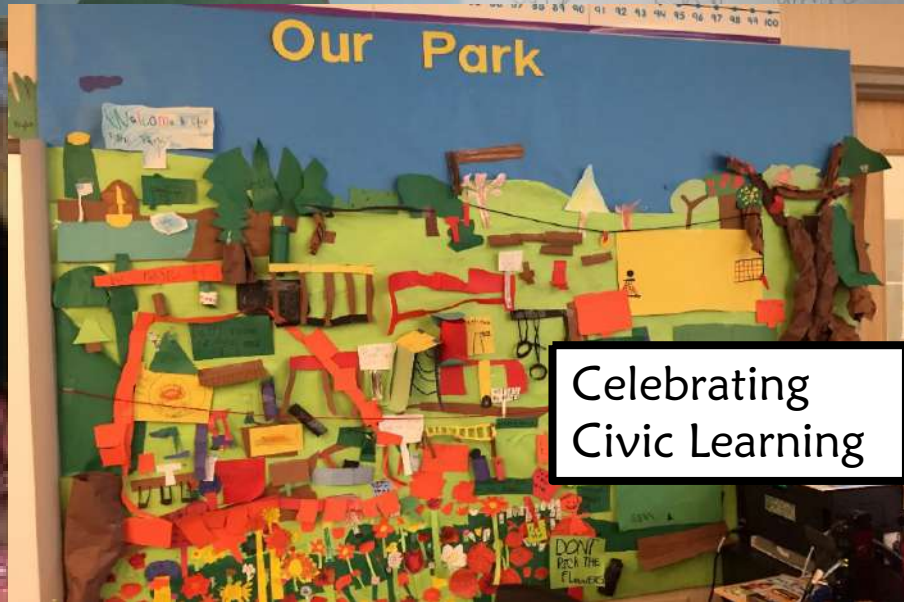
Inviting Students to Solve Problems



Taking on a Role



Collaborating to Solve Problems



Celebrating Civic Learning















Grade 1 - School Rules Lesson

Essential/Driving Question: What positive, civic behaviors do I see in myself?

Evolved To This!

Name: _____ Date: _____

My Rules	How Did I Do?
1.	Morning:  
	Mid-Day:  
	Afternoon:  
2.	Morning:  
	Mid-Day:  
	Afternoon:  

(This chart could be used to self-monitor for one day)

Lesson Title: Commitment to the Community Project #1- I Can Follow School Rules!

Brief Description

This lesson will have 2 parts. In part 1, students will generate a list/chart of school rules in certain areas. Students will choose a rule they follow often and a rule they believe they need to practice more. Students will self-monitor their ability to follow these rules over a period of time (to be determined by teacher). In part 2, students use the data collected from part 1 to evaluate their success and share with the class.

Duration of the lesson: Part1- 35 minutes
Part 2- 30 minutes

Objectives: Disciplinary and Performance
Students will be able to:

- Articulate rules for various settings around the school.
- Self-monitor their ability to follow 2 school rules of their choice.

Standards: CCSS/ELRS

- D2.Civ.3.K-2. Explain the need for and purpose of rules in various settings inside and outside of school.
- D2. Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.



Grade 6 – Human Geography

Essential/Driving Questions:

- What does it mean to be an informed global citizen?
- What challenges do communities face?

Started With This . . .

Evolved To This!

MEDICAL
TEAMS
International

About Us Where We Work Tak

Name _____ Date _____ Period _____

Reflections: My Experience as a World-Changer 😊

My Global Goal was # _____ which is _____

his goal:

Culminating
Field Trip





Grade 7

Driving/Essential Question: How do communities address the challenges that affect their water systems in a sustainable way?

Started With This . .

Eastern World Major River Systems Study

China – Yangtze River
 Indian Subcontinent – Ganges
 Africa – Nile, Congo

*** WA State rivers do not have a State Unit



Water Challenge Pre-Test

QUESTIONS: True or False

Evolved To This!

TRUE FALSE	1. Dog poop has a significant effect on water quality in Puget Sound.
TRUE FALSE	2. In some African countries, diseases that come from poor water quality are the leading cause of death.
	3. Composting human waste as part of a treatment process should not be used as compost for agriculture.
	4. The goal is to invent a radically new type of toilet that is both affordable and sustainable.
	5. One of the consequences of climate change is that we will receive less precipitation.
	6. About 10 percent of the world's people do not have access to clean water.
	7. In the Pacific Northwest, where precipitation has dramatically increased over the last 20 years, the demand for water has also increased.
	8. The average person in the United States uses about 100 gallons of water each day.
	9. The average person in the United States uses about 2,000 gallons a day.
	10. Chemicals are the biggest source of pollution damaging Puget Sound.
	11. The biggest challenge to meeting local water needs over the next several decades is to build new dams.
	12. The problem of water scarcity in the Pacific Northwest has largely been solved.
	13. The problem of water scarcity in the Pacific Northwest was reversed about 100 years ago.
	14. About 90 percent of the wastewater from our homes and businesses was piped into the Puget Sound untreated.

1 Secondary School Raised \$3000 for Water 1st International



Building Agency

Quotes from 2015-16 Tye 6th Graders:

I am most proud that we worked together to inspire change!

I hope this project continues for years to come so more 6th graders can make a change and so I can help my younger sister with it.

I am proud that even though I lost my USB with my project, I still remembered everything about my goal and my project so I could teach the adults last night.

I am proud that I taught an adult about Amazon Smile and he is going use that to continue to support Global Goals.



High School Service Opportunities



Started With This . . .

Evolved To This!

Graduation Requirement

40 Community Service Hours

Opportunity Details

Organization

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Activity

[Max. 100 character]

Senior Citizen Prom

Helped set up senior citizen prom at the Overlake Retirement Home. Also helped organize, decorate up event.

Claim History

DATE/TIME	EVENT
02/11/2016	Submitted (5.50 Hours)
02/11/2016	Verified (5.50 Hours)
03/07/2016	Approved (5.50 Hours)

{ 16 }



High School Service Reflection

Agency Contact Reflection

Comments

DATE	USER	COMMENT
11/02/2016	Cindy Shelton	[redacted] is a highly skilled individual. Confident, self-starter, and a team player with students and adults. She helped with City of Bellevue special event marketing and event productions, especially as it applied the the City's GREAT Pumpkin Hunt that was held on October 29th, 2016. She helped in preparation for this event as well as the day of the event also. Hours verified [redacted] Program Manager for City of Bellevue [redacted]

Student Reflection Prompts

How did the service you provided impact the recipient(s)?

How did the service you provided impact you?

How did this experience inspire you to engage with future community service?



Authentic Engagement and Service

Elementary	Middle	High
<p>Work with community members to improve school community:</p> <ul style="list-style-type: none">• Improve school rules• School grounds improvement• Letters to community members• Individual and collective citizenship study	<p>Middle school students work with local service organizations with wider impact:</p> <ul style="list-style-type: none">• Medical Teams International• Cascade Water Alliance <p>Students learn about the 17 Global Goals for Sustainable Development through:</p> <ul style="list-style-type: none">• Global Giving• Living on One• Salam Neighbors <p>AND serve one of the 17 Sustainable Goals.</p>	<p>Students self-select service opportunities, how they can give and feel fulfilled through X2VOL</p> <p>9th Grade Social Studies teachers help students reflect on their self-selected service commitment three times a year.</p>



Engaging ALL Teachers in the Instructional Shift (How)

- Invited all teachers to engage in pilot – Everyone can join, at any point
- Reached out to Site-Based Curriculum Leaders to cultivate interest and leadership in their schools
- Developer provided personalized support to ensure Civics lessons were accessible
- Professional Development focused on C3 and Inquiry Arc
- Developer visited classrooms piloting civics lessons
- Teachers piloted and provided feedback
- Teacher teams revised based on feedback



Journey... Not the Destination

Goals

- Consistent Pre- and Post-Civics Assessments with Essential Questions
- Developing greater opportunities for Student Voice
- Worked to incorporate Social Emotional Learning, Culturally Responsive Teaching and Learning and Equity



Continued Challenges

- Instructional Shift – getting everyone on board
- Technical aspects of changing Student Information Systems



Community Partnerships





Next Steps

- Thread service component throughout school year instead of culminating event
- Civics standards integrated through all social studies learning
- Shift from ***what do we want them to know?*** to . . . ***Who do we want them to be?***

“ Schools are rich places for civic education, that is, for the development of enlightened political engagement. Schools have both a formal curriculum – a planned scope and sequence of teaching and learning – along with daily situation of living together ‘in public,’ outside the family. Schools, then, are both curricular and civic places that can be aimed at the education of democratic citizens. ”

Walter Parker,
Teaching Democracy, 2003

