

Planning Instruction for Civic Engagement

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Proven Practice #1

Classroom Instruction

- Schools should provide high quality instruction in ***civics & government, history, economics, geography, law, and democracy.***
- Formal instruction in these subjects increases civic knowledge and increases young people's tendency to engage in civic and political activities over the long term.
- However, schools should avoid teaching *only* rote facts about dry procedures, which is unlikely to benefit

What this looks like in the classroom:

- In an effective civic engagement classroom you will see:
- A more **holistic** approach to civic coursework would allow students more time to delve into the heart of civic issues and the ripple effect of those issues on society as a whole.
- Students **need time** to examine things like why our governmental system works the way it does.
- Students can benefit from discord by **examining the complexities** of our system, and how to **look objectively** at different sides of issues.
- Students can participate in **more interactive, thought-provoking** learning experiences.



SCHOOL 2.0

For the first time in history, we're preparing kids for a future
that we cannot clearly describe.

At Windward High School we teach civic engagement as part of our mission:

- Learning
- Community
- Leadership
- Creativity
- Are built into our daily experiences.

HOW?

- Values
- Integration
- Projects
- Technology

Our learning is informed by:

Growth Mindset (Dweck, 2007)

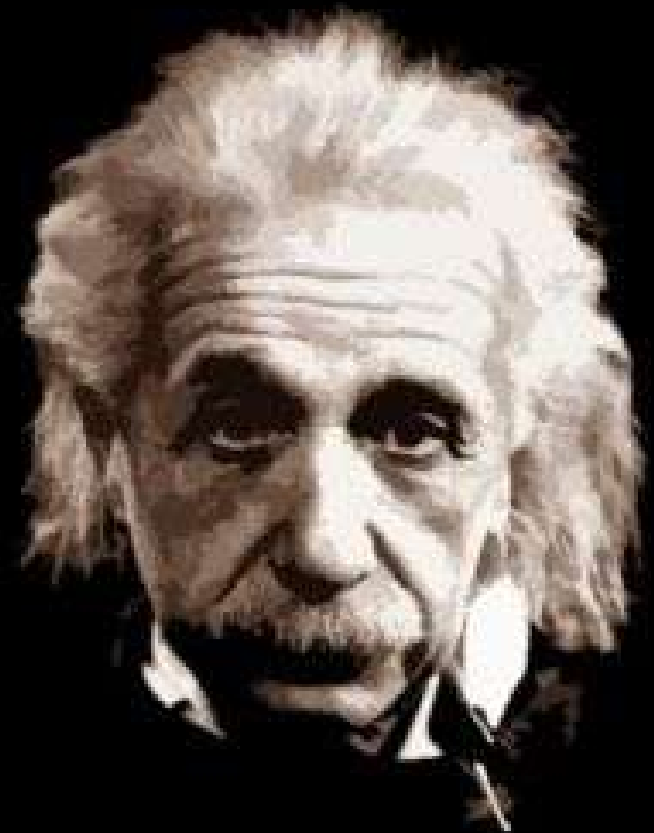
- Students need to learn to make mistakes in a supportive environment so they are not afraid to take risks with their learning.

AMP Theory of Motivation (Pink, 2011)

- Autonomy: student choice & voice
- Mastery: appropriate level of challenge and skill (Vygotsky & Csikszentmihalyi)
- Purpose: student relevance & transcendent purpose

“Imagination is more
important than knowledge.
Knowledge is limited.
Imagination encircles the
world.”

-Albert Einstein



Examine Complexity & Discord: Exploring Personal and Community Values

Values inform our ideologies, our decisions, our actions.

Understanding our values, and how they can change over time, helps students to understand why they may do the things they do and why others may act differently. Explore **their** personal values but also empathy & compassion

HOW?

- Videos
- Personal values quizzes
- Community interviews
- Analyze political speeches and foundational documents
- Analysis & Critical thinking: SHEG

Through **Holistic** Teaching: Integrate Social Studies with other Disciplines

Natural partnership: Social Studies & Language Arts

Another natural integration: Social studies and science. Science researches the issues, social studies works on the historic background and creates policy.

HOW?

- WHS 9th & 10th Grade Humanities:
 - World Perspectives
 - American Perspectives
- Proposed for 2018: The Ethics of Life Science
 - Explore the ethical and policy issues of advancing science.

In More Interactive & Thought-Provoking Ways... Project Based Learning

The Oral History Project (OHP)

In American Perspectives class students in History and Language Arts

Students, in triads, interview members of the community around a common theme.

- In years past: Decades themes through the Viet Nam era.
- Recently: Themes ranging from Service to our Community, Immigration, Local Government.

Students study the history and read novels around the theme.

They prepare interview questions.

On one day we bring in 20-25 interviewees, take over all the rooms in our school, and interview the subjects.

Students then write up the interviews for publication in a bound volume.

In More Interactive & Thought-Provoking Ways...

Project Based Learning

Service Learning

Service is a huge part of our mission at WHS and includes all four of our mission pledges: Learning, Community, Leadership, and Creativity.

It also incorporates our motivational beliefs of Growth Mindset & AMP

- Four community service days per year.
- Service built into some of our classes
- Students make many of the choices for our community partners and are the project managers of the projects.

In More Interactive & Thought-Provoking Ways... Technology

1:1 Student:Computer Ratio

Research & Media Literacy:

- Newsela
- iCivics
- SHEG: Reading like an Historian
- Primary Sources: LoC, National Archives, Avalon Project: Yale.
- Access to materials & online databases through public libraries.

Foreign Language: Duolingo, Mango.

Math: Desmos.

Ultimately using technology allows us to more easily “release responsibility for learning” to our students. (TPEP, CEL 5D+)

If we teach
today's students

as we taught
yesterday's,

we rob them of
tomorrow.

John Dewey