

Civic Pathways Leadership Program

Session 2 Alignment Matrix

Session 2: Scope and Sequence

The civic engagement portion of session 2 of the Civic Pathways Leadership Program will focus on the general theme of K-12 Public Education and Advocacy in the United States. The leadership development portion of the session (developed by the Fanning Institute) will focus on the role of experiences, community and generational differences in shaping individual's beliefs and actions. Although these are two separate learning plans, the civic engagement thematic learning plan is designed to work together with the leadership development session learning objectives.

The general theme content will include the historical development of K-12 public education in the United States and paradigm shifts in structure and thinking over time as reflection of the contemporaneous civic activism, and the activities throughout will help connect this content to leadership in civic engagement.

Alignment Chart Purpose

The alignment chart below ensures that all activities support the larger terminal objectives and that those activities build towards the objective with actionable enabling objectives. The assessments within the matrix ensure there is a way to measure the mastery of both enabling and terminal objectives through the do and connect activities. By charting each part, objectives, assessments and activities in this matrix style it is easy to visualize how the parts of instruction, the activities and assessments, are connected to the foundations, the objectives.

Method of Delivery

Instruction will be provided in a face-to-face structure using digital assistance including presentations and ipad interactive activities

Terminal Objective: Explain how an generational experiences affect beliefs about, and participation in the education system within the United States				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Identify and order landmarks in public education in the United States	Content Review (review content for check as a group) Group Discussion (group participation and sharing ideas)	Instructor presents general historical timeline for public education (1700's to current), stressing paradigm shifts in thinking centered around equity.	Content Review: Drag and drop pictures and descriptions of landmark changes in public education on a timeline.	
Compare and contrast public educational systems between generational groups and explain the common theme in changes made to the public education system over time				Group Discussion: As a group discuss the question: "What do you see as a common theme in the calls for systematic changes to education over time?". This builds the groups understanding of public education's move towards equality across generations.

Terminal Objective: Evaluate and establish in writing personal beliefs about the responsibilities of the public education system and the role of citizens in that system				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Analyze the changes in public education policy and governance over time	Group Legislation Investigation Presentation Response to Guiding Question (group will share ideas and connections to session content)	Participants will read a single reading in three different groups to gather information about an example of legislation that works towards creating equity in schools (each group has a different legislation reading).	Group Legislation Investigation Presentation: Each group will create a 3 minute presentation from a three slide template, where they will give an overview of their legislation, the problem that it solved and activism that lead to the development of that legislation.	Response to Guiding Question: Short response reflection of the “big question” introduced in the beginning of instruction. Participants will reflect in writing on their prior ideas compared to their perspective after the session. The group will share ideas and discuss verbally. <i>Note: This evaluation will occur at the end of all instruction and will measure the attainment of the terminal objective.</i>
Describe the difference between equity and equality		There will be a large guided group discussion about the difference between “equity and equality” based on a metaphorical cartoon of that concept. HERE		
		The larger terminal objective is built towards throughout the instruction, with several absorb activities found above and below.		

Terminal Objective: Construct and present a verbal argument with supporting evidence for or against the model of school choice in the Georgia School public school system to a mock school board				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Identify the generally accepted pros and cons of the school choice model	Public Comment (speaker will give feedback on the comment)	Watch “Edsnap: Do we really need school choice?”	Public Comment: Break into two smaller groups and create a public comment for or against the school choice model, using approaches to persuasive speaking in public comments identified by school board member speaker.	
Establish elements that make a persuasive school board public-comment (school board speaker will guide towards this objective)		Speaker, who is a school board member, presents the governance structure of school boards and the purpose of public-comments. She will also show some public comments and discuss with the group what makes a powerful public comment.		