

Hancock Democracy School Report 10-01-24

1. Democracy School Network Convening as reported by Mr. Jimenez.

Link to the agenda:

<https://www.illinoiscivics.org/democracy-schools/2024-democracy-schools-convening/>

As part of recent PD the following information and guidance has been shared with me and my course team. This was presented by myself and Ms. Dowd during our weekly department meeting on Monday September 30th.

1. Supreme Court case analysis on Native American decisions pertaining to dual identity, territory and jurisdiction.
2. Information regarding how to teach students about election misinformation. Including Pink Slime trends, Prebunking and Lateral reading technique.
3. Information on 3 types of common misinformation tactics: Fabricated Content, Manipulated Content and Tricks of Content.

In addition a helpful article from League of Women Voter is provided that goes over some of these valuable points:

Becky Simon is the president of the League of Women Voters of Illinois.
<https://chicago.suntimes.com/democracy/2024/09/19/election-misinformation-fight-back-social-media-becky-simon-democracy-solutions-project>

Media Literacy is important and it is the law:

IL House Bill 234 amended the school code by adding a provision that, beginning with the 2022-2023 school year, every public high school is required to include in its curriculum a unit of instruction on media literacy. "Media literacy" means the ability to access, analyze, evaluate, create, and communicate using a variety of forms, including, but not limited to: print, visual, audio, interactive, and digital texts.

2. Focus Elements for our current Democracy School Term

Design/Teaching Strategy

Teachers design curriculum and utilize democratic teaching strategies in order to cultivate students' civic knowledge, skills, dispositions, and critical thinking across disciplines and extracurricular activities by:

Making explicit civic learning connections and applications across all content areas

Including fiction and non-fiction texts representing multiple, diverse perspectives that engage with civic, political and social issues in writing, speech, and other media

Drawing on students' knowledge, lived experiences, and essential and supporting questions to engage in critical and sustained inquiry

Engaging in critical analysis of off- and online information by judging its accuracy and credibility, developing and posing questions, investigating a range of sources, and discussing the tensions and multiple perspectives surfaced

Employing group projects and activities that foster teamwork, collaboration, and student leadership

Supporting students to utilize digital tools in order to investigate issues they care about, engage in dialogue, circulate and produce media, raise awareness, and create change

Promoting an understanding of diversity (gender, race, ethnicity, religion, sexual orientation) and developing mutual respect for others

Supporting students to build confidence as well as a sense of responsibility and efficacy in order to make a difference in their schools and communities

School Climate

Schools create and maintain a positive and democratic school climate that promotes students' civic development, engagement, and sense of belonging by including:

A clean, welcoming environment with visual reminders of the school's civic mission and representation of the student population

Copies of the school's mission statement and/or values displayed throughout the school, referenced regularly, and updated periodically based on student voice and students' lived experiences

Classrooms and hallways decorated with work reflective of teachers' and students' civic engagement

Teachers and administration serving as role models of civically engaged community members and who are candid about their own civic engagement when appropriate

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Principals and teachers attending to student identities and interacting positively and respectfully with them

School policies, practices, and infrastructure supporting a set of civic norms and values

Restorative and democratic disciplinary practices work towards racial equity in application and strategy through whole school adoption and training

3. Democracy School Showcase:

October 10th During Academic Lab

Mr. Martinek spoke with Jennifer Chan of the Ethics Department to gain clarity on how to proceed with a candidate forum for first time voters this year.

The 8th District candidates have both agreed to have a remote forum with our first time voters.

There will be displays of democracy work in the Cafeteria.

Students will be invited to the Black Box Theater for voter registration.