



CA State Seal of Civic Engagement

**Tool Kit for Development and
Roll Out of Civic Engagement
Program Spring 2021**

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OVERVIEW OF SECTIONS

- In **Section One: Developing the District Lens**, districts develop a profile of their needs and resources. The process of developing the lens allows districts to analyze current practices and assessment data to help determine the Program Types that will have the greatest likelihood of addressing teacher needs and meeting the Seal of Civic Engagement program requirements. The tasks in this section will guide the work and help districts prioritize essential needs. This will also be the section where the group develops their norms and committee rules for working together that will be used throughout the process.
- In **Section Two: Tracing Standards**, districts evaluate each of the criteria for the Seal of Civic Engagement while looking at what is already in place in the district and school sites. This will allow staff to understand the role that civic engagement has in our students lives. It will also highlight some of the ways that our students are already engaged in their communities. The tasks in the section will help the work of seeing what will be involved in creating a program that addresses the criteria as well as being equitable and accessible to all of our students and teachers.
- In **Section Three: Developing and Reviewing Program Components**, districts fully examine each of the criteria of the Seal of Civic Engagement and begin to construct a series of programs that can be implemented in different grade levels and at different types of sites. This work will lay the groundwork for how the grade levels will connect to each other and build to a better understanding for the students of civic engagement and laying out the road to earning the SSCE by their last year in high school.
- In **Section Four: Making a Decision**, districts are taken through a process to reach consensus regarding the final selection of publisher programs to recommend for adoption. This section will also deal with the steps of planning and executing the roll out. Once roll out has been completed, this section will also deal with the process of continuing to collect data and review the program to make adjustments and changes to make sure that this program can adapt to changes that the future will bring.

Important Consideration: Access and Equity

The idea of Civic Engagement is something that is for every student in every academic setting. This program is to stress the importance of our students taking an active role in their communities and understanding the power that one individual has to make a difference in the world around them. It is important that the district that is adopting the CA State Seal of Civic Engagement understand that the goal is to get all students involved. This should not be something that is reserved for a select group of students or excluding anyone. This is something that can be shared with all students regardless of academic placement.

Guiding Principles and Common Norms

In order to ensure a smooth and efficient adoption process, it is important to make some early decisions to guide the work. Identifying district priorities and making some agreed upon assumptions can translate into guiding principles that will keep the committee focused on a common set of goals. Some considerations might be: identifying the members and responsibilities of the adoption committee, deciding on the duration and specifics of a program pilot, and determining the fallback decision-making option in the event that a consensus cannot be reached by the committee. These activities should be done at your first meeting. If you already have common norms that have been agreed upon, then take this opportunity to review them and make sure that all members understand and can follow them.

To that end you will review the sample Committee Rules and Norms documents. Make edits and changes as you see fit. These will then be voted on by the larger committee and then put into practice for the remainder of the work forward for the adoption of the SSCE.

Common Norms Review Activity

| Original Norm | Examples of Behaviour | Edits to be made for this PLC |
|--|---|-------------------------------|
| Be Actively Engaged - 100% Present | Be on time. Attend the entire meeting/event unless prior arrangements have been made. Silence cell phones/devices. Limit "sidebar" conversations. Keep other work away. | |
| Be open to new ideas, opinions, and/or rationale. | Consider the thinking of others. Summarize viewpoints. Clarify by questioning. Seek first to understand then to be understood. | |
| Be hard on ideas and soft on people. | Respect and listen to others voices. Presume the positive. | |
| Present your opinions using "I" statements. | "I notice..." "I am..." "I think..." "I suggest..." to reinforce the other norms | |
| Additional Notes or Comments | | |

Extended Norms Review Activity

The following are another version of norms that can help your group work together and get the most out of your time together. Feel free to use these or edit them as you see fit.

| Original Norm | | Edits to be made for this PLC | |
|---|--|-------------------------------|--|
| We Will Work Together as a community that values consensus rather than majority rule. | | | |
| We Will Be Fully “Present” at the meeting by being attentive to behaviours which affect physical and mental engagement. | | | |
| We Will Invite and Welcome the contributions of every member and listen to each other. | | | |
| We Will Be Involved to our individual level of comfort. Each of us is responsible for airing disagreements during our time together rather than carrying those disagreements outside and beyond today. | | | |
| We Will Act in a collegial and professional manner. | | | |
| We Will Use Humor as appropriate to help us work better together. | | | |
| We Will Be Responsible for examining all points of view before a consensus is accepted. | | | |
| Additional Notes or Comments | | | |

Guiding Principles Review Activity

| Original | Changes to be made |
|--|--------------------|
| 1. The committee will consist of invited representatives from the following: all grade levels (grades Kindergarten through Twelve) to the extent that circumstances at each school site will allow. | |
| 2. The committee will review the materials following the district Toolkit utilizing the criteria agreed upon for adoption of a new program. | |
| 3. The committee agrees to provide ongoing information to their respective school staff about the status of the process, but will not divulge the specifics of conversations held by the committee to the general public. | |
| 4. The committee agrees to support the district implementation of the recommended program. | |
| 5. The Decision-making Process will be based directly on the district lens, materials, and resources established by the committee, taking into consideration the needs of the school sites that each member of the committee represents. | |

Consensus Definition Review Activity

| Original | Changes to be made |
|--|--------------------|
| Upon $\frac{2}{3}$ vote consensus on the publisher program(s) ultimately recommended by the committee via the District Lens (the rubric, criteria, and voting process for evaluation of potential programs) each team member agrees that they will support the decision that was voted on by the majority. | |
| Any deadlock vote, or disagreement will be discussed and resolved in a professional manner. All discussions will be centered on what is best for the students and how to follow the spirit of the State Seal for Civic Engagement. | |
| Each team member has a responsibility to support the agreed upon program and its implementation throughout the district. | |

Levels of Support Review Activity

| Original | Changes to be made |
|---|--------------------|
| 1. I <u>strongly agree</u> with this publisher program and can support it. | |
| 2. I <u>can support</u> this material. I am willing to go along with this choice. | |
| 3. I <u>have concerns</u> and cannot support this material. | |
| 4. I <u>abstain</u> because I didn't currently have an opinion. | |

Note: Once the committee has made changes and agreed upon the new rules. The facilitator will create new documents to be shared with all members moving forward. All members will be held to these rules for the remainder of the adoption and roll out process.

Section One: Developing the District Lens

Overview

Developing the district lens is a very important part of the adoption process because it can assist adoption committees in selecting the best possible programs for their particular student populations. Establishing a profile of the district's needs and resources creates this lens. The district lens can serve as a guide that will lead to an informed perspective regarding the needs of students and teachers. This powerful process will help committee members deepen their understanding of the CA State Seal of Civic Engagement, as well as the connections to the 2016 History / Social Studies Framework, and Standards. It is in a district's best interest to thoroughly investigate its unique circumstances to determine the programs that have the greatest likelihood of addressing and meeting the History / Social Studies needs of students in their district.

It is crucial that time be given at the onset of the adoption process to create the district lens, as all subsequent decisions should reflect a true accounting of learner populations and teacher needs. The tasks in this section will help districts prioritize essential program features in the materials being reviewed. The committee can use these findings as a foundation for their work throughout this Toolkit.

Tasks

Section One: Developing the District Lens, includes three tasks that will assist members of the adoption committee to develop the district lens through which they can view and evaluate the various program materials being considered for adoption. The tasks are organized into four categories:

- 1. Review of District in relation to Civic Engagement and History / Social Studies in the classroom**
- 2. District Support for Civic Education / Engagement**

Timeline

It is anticipated that all three tasks included in Section One can be completed in one day. District facilitators should have already compiled all of the necessary data and other pertinent information prior to the first meeting of the adoption committee. The work of developing the district lens can then begin as soon as the committee meets. Remember that the timelines here are just a guess and will depend on your committees and your own timeframes.

Task 1: Review of District in Relation to Civic Engagement and History / Social Studies in the classroom

Use the questions below to rate the district's progress in helping students become civic minded and engaged, as well as their dedication to the implementation of the History / Social Studies Framework. As you rate these components, keep in mind all of the History / Social Studies programs in the district, including advanced/honors programs, English Language Development, resource specialist program, special education, and intensive intervention.

Directions:

A. Rating Scale

Members of the adoption committee read the descriptors for each component and individually rate the district using the rating scale of 0 (Non Existent) to 7 (Exemplary). Think about the district's strengths and needs as ratings are determined.

B. Strengths and Needs Chart

Based on the ratings assigned to each component, individually consider the strengths and needs of the district's current language arts programs and practices, and record comments on the **Strengths and Needs Chart**.

C. Group Summary/Notes

Conduct a full committee discussion of assigned ratings for each component and observations of the strengths and weaknesses of the district's current practices in language arts. Complete the **Group Summary/Notes** together to identify key ideas. The information included should be the combined results of the **Rating Scale**, and the **Strengths and Needs Chart**.

D. Implications for the New Adoption

Using the **Group Summary/Notes**, prioritize the key findings and determine the implications for adoption

Task 1A: Rating of the District / Classroom support for Civic Engagement and History / Social Studies

Directions

Members of the adoption committee read the [redacted] and rate the district using the rating scale of 0 (Non Existent) to 7 (Exemplary). Think about the district's strengths and needs as ratings are determined.

Instruction in Civics and History / Social Studies

In an effective Civics Engagement program, the curriculum / activities should provide explicit and systematic instruction and support for understanding government, civic responsibility, and how the students fit into the overall process:

To what extent is district Civics and History / Social Studies instruction meeting the needs of all students according to the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Instructional Time

For proficiency in History / Social Studies to be achieved, an adequate amount of time must be allocated to instruction.

How well does the district allocate the recommended instructional time for all learners according to the above criteria?

| | | | | | | | |
|-----|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non | Limited | | Developing | | Successful | | Exemplary |

Instructional Programs and Materials

Effective instructional programs and materials can greatly influence the amount and rate of learning in classrooms. Characteristics of the instructional programs and materials component in an effective language arts program are as follows:

- Materials are based on current and confirmed research
- Essential skills and strategies are prioritized and sequenced
- History /Social Science standards are addressed where appropriate
- Extraneous material is kept to a minimum
- Students at every grade level have access to interesting and suitable source material.
- Suggestions are included to support special-needs students

- Instructional materials for English learners address the same curricular content described in this framework for English speakers and give additional emphasis to the structures and systems of English, including phonology, morphology, syntax, and semantics

To what extent does the current Civics and History / Social Studies instructional program support all learners in the district as outlined in the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Differentiated Instruction

Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet their current level of knowledge and prerequisite skills. Characteristics of the differentiated instruction component in an effective language arts program are as follows:

- Students with reading difficulties or disabilities are provided opportunities for more intensive, systematic teaching and practice to learn the skills and strategies needed for meeting the standards
- Teachers adapt learning contexts to stimulate and extend the proficiency of students who are advanced learners
- English learners develop proficiency in English, with an emphasis on instruction in reading, writing, and acquisition of academic vocabulary

To what extent does the district differentiate instruction to optimize learning for all student populations as outlined in the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Classroom Instructional and Management Practices

Classroom and instructional management practices promote student engagement and maximize instructional time and effectiveness. Characteristics of effective classroom instructional and management practices are as follows:

- Classrooms are highly interactive and teachers provide instruction, constructive feedback, and high levels of engagement
- Academic and social expectations are well established, explicitly taught, and consistently implemented
- Lessons are well paced, tasks and instruction are at appropriate levels, and the classroom environment is supportive of student success
- Teachers plan and manage whole-class and small-group lessons, independent student work, assessment tasks, and instructional materials efficiently

To what extent does the district implement classroom management practices that promote student engagement and maximize instructional time according to the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Professional Development

The preparation of teachers and ongoing support for their continuing professional development is critical to the quality of schools and increases in student achievement. Characteristics of the professional development component in an effective language arts program are as follows:

- Professional development for teachers focuses on student learning, tailoring curriculum and instruction to students' needs, and is based on current research and content standards
- Educators participate in the planning of their own professional learning
- Activities are designed to be ongoing and in-depth and include a variety of strategies to help educators apply what they have learned and sustain improved instruction
- Time is allocated for educators to reflect, discuss, analyze, refine their own professional practices, and plan and refine instruction accordingly
- The administration makes a commitment to ensure support, ongoing follow-up, and evaluation of professional development

To what extent does the district support teachers through professional development as outlined in the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Administrative Practices

Strong instructional leadership characterizes effective schools and can help maintain a focus on high-quality instruction. Characteristics of the administrative practices component in an effective History / Social Studies and Civic Engagement program are that administrators:

- Are knowledgeable about the History / Social Studies content standards
- Work with teachers to create a coherent plan for History / Social Studies instruction
- Maximize and protect instructional time for History / Social Studies and organize the resources and personnel needed to support classroom assessment and instruction
- Support the development of performance goals and provide timely data to ensure that learning is adequate and sustained
- Ensure that all teachers are well trained in History / Social Studies and support teachers in their implementation of effective programs

How effective are district administrative practices in maintaining a focus on high quality instruction as outlined in the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Parent and Community Involvement

Parents, community members, college and university partners, and business and industry can all make significant contributions toward expanding student learning opportunities and designing and implementing exemplary Civic connections. Characteristics of the parent and community involvement component in an effective History / Social Studies program are as follows:

- Parents are well informed about standards, curriculum, and assessment and the progress of their children
- Parents are encouraged to involve themselves in education and are supported in their efforts to improve their children's learning in History / Social Studies
- Materials and programs are organized so that parents, siblings, and community members can provide extended learning experiences
- College and university partners collaborate with schools and districts

To what extent does the district involve all community stakeholders in expanding student learning opportunities in History / Social Studies as outlined in the above criteria?

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Other Considerations - Motivation, Effort, and Proficiency in Academic Language

Additional factors that are important in a successful History / Social Studies program are students' personal attributes, such as motivation, effort, and development of academic language.

Rate the significance of student motivation and effort in the district.

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Rate the level of proficiency of academic language in the district.

| | | | | | | | |
|-----------------|---------|---|------------|---|------------|---|-----------|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Non Existent | Limited | | Developing | | Successful | | Exemplary |

Task 1B: Civic Education / Engagement Alignment Strengths and Needs

Based on the ratings assigned to each of the key components, individually consider the strengths and needs of the district’s Civic Education / Engagement Model

| Strengths | Needs |
|-----------|-------|
| | |

Task 1C: Civic Education / Engagement Alignment Strengths and Needs Group Summary Notes

Conduct a full committee discussion of assigned ratings for each component, and share observations of strengths and needs of the district's current practices in Civic Education / Engagement. Complete the **Group Summary/Notes** together to identify key ideas.

Group Summary/Notes

Task 1D: Civic Education / Engagement Implications for the New Adoption

Using the **Group Summary/Notes**, prioritize the key findings and determine the implications for adoption. Keep in mind all of the students in the district, including advanced/honors programs, ELD, RSP, special education, and intensive intervention.

| Key Findings | Implications for Adoption of SSCE |
|--------------|-----------------------------------|
| | |
| | |
| | |
| | |

Task 2: District Support for Civic Education / Engagement

Examine district support for History / Social Studies instructional practices in these areas:

- District **assessment** systems to identify student needs
- Long-range **professional development** plans for teachers
- Allocated **instructional time** appropriate for each grade level
- **Other considerations** that may affect program development

Directions:

Individually read each question and reflect on current district conditions in each area. Then, as a committee, discuss current conditions and evaluate how each category will need to be considered in the adoption of the new programs.

| Collaboration / Articulation | | |
|---|-----------------------------|-----------------------------------|
| Questions to Consider | Current District Conditions | Implications for the New Adoption |
| 1. How does the district support r collaboration at the grade and/or department level? | | |
| 2. How does the district support articulation between all grade level spans and programs (Between Elementary, Middle, and High School, Between SPED, General, II, and Alternative ED) | | |

| Professional Development | | |
|--|-----------------------------|-----------------------------------|
| Questions to Consider | Current District Conditions | Implications for the New Adoption |
| 1. What district resources are available to support the initial training for implementation of a new Civic Engagement Program? | | |
| 2. How does the district support the use of instructional coaches on school sites to monitor and guide implementation of instructional programs? | | |

| | | |
|--|--|--|
| 3. What systems are in place to train new teachers after initial training of staff has occurred? | | |
|--|--|--|

Instructional Time

| Questions to Consider | Current District Conditions | Implications for the New Adoption |
|---|-----------------------------|-----------------------------------|
| 1. Is there sufficient time allotted to allow teachers to fully implement adopted programs including universal access components? | | |

Other Considerations

| Questions to Consider | Current District Conditions | Implications for the New Adoption |
|---|-----------------------------|-----------------------------------|
| 1. What special needs must be considered for the different grade level configurations in the district (e.g., kindergarten through eight, K-5, multi-grade)? | | |
| 2. How do the district's fiscal resources support full implementation of every adopted program through the purchase of all program components? | | |

Section Two:

Review of CA State Seal of Civic Engagement

Overview

The purpose of Section Three: Reviewing the SSCE Criteria is to give the adoption committee an opportunity to examine the State Seal of Civic Engagement in depth, keeping in mind the priorities established in the District Lens developed in Section One.

Activities in this section will give committee members an opportunity to look at what the SSCE is and how it could fit into a school and district. They will highlight strengths and challenges, based on the information that has been gathered up to this point in the process from Section One. The group will also start to brainstorm some possible ways that these challenges can be overcome and look ahead to the work in Section Three and Four for ways to implement this program and roll it out to the entire district.

Tasks

In Section Three, the committee will conduct a deeper analysis by deconstructing the criteria for the SSCE and look at how these would fit into a school and district setting.

- 1. State Seal of Civic Engagement Criteria Deep Dive**
 - a. Review of the SSCE Adoption Process and Important Dates**
- 2. Group Evaluation of the Strengths and Challenges of Implementation of SSCE**

Review of CA State Seal of Civic Engagement Adoption Process

| State Adoption Timeline for CA State Seal for Civic Engagement | |
|---|--------------------|
| Event | Schedule |
| Distribution of the SSCE Advisory Group recruitment letter and online application posted | September 4, 2018 |
| Closing date for recruitment of Advisory Group members | September 21, 2018 |
| California Department of Education (CDE) staff recommends Advisory Group members to the Deputy Superintendent of the Teaching and Learning Support Branch | September 2018 |
| Deputy Superintendent approves Advisory Group members | October 2018 |
| Advisory Group members notified | November 1, 2018 |
| Advisory Group video conference meeting | November 15, 2018 |
| Recommended criteria posted online | March 6, 2019 |
| 21-day public review period | March 6– 26, 2019 |
| Recommended criteria updated to incorporate stakeholder input | April 2019 |
| Draft criteria recommended to the State Board of Education (SBE) by the State Superintendent of Public Instruction (SSPI) | July 10, 2019 |
| SSCE criteria presented to the SBE | September 11, 2019 |
| Resources to Support Civic Engagement web page finalized | June 2020 |
| SSCE criteria adopted by the SBE | September 10, 2020 |
| Statutory deadline for SBE action | January 31, 2021 |

Task 1: State Seal of Civic Engagement Deep Dive

Directions: Review the criteria for the SSCE and fill out the discussion guide for your grade level / span group.

| Criteria 1: Be engaged in academic work in a productive way. | | |
|---|---|-----------------------------|
| Description | What that Might Look like with Students | Challenge to Implementation |
| <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • Being enrolled in and attending classes, and/or on track to graduate or earn a Certificate of Completion—using district or state requirements • Demonstrating academic improvement for all youth (challenges faced by students who are English Learners [EL], homeless, in foster care, incarcerated, and/or in alternative school settings, should be considered) • Building constructive relationship(s) with the school community, (e.g., prosocial behaviors) • LEAs may also consider using student Individualized Education Programs (IEPs) to specify levels needed for students to be on track to receive a Certificate of Completion or otherwise productively engaged in academic work. | | |

Criteria 2: Demonstrate a competent understanding of U.S. and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes.

| Description | What that Might Look like with Students | Challenge to Implementation |
|--|---|-----------------------------|
| <p>Students must complete grade-level history-social science (HSS) course requirements, or their equivalent, in World History, U.S. History, and American Government with a passing grade.</p> <ul style="list-style-type: none"> • Interdisciplinary coursework may also include civic aspects of government, law, history, geography, culture, ethnic studies, international governments, economics, and current events, as well as how to apply such knowledge in different settings and circumstances. • LEAs may determine, through the local board of education policy, their local definitions of a passing grade. LEAs may choose to measure fulfillment of HSS course requirements with a district-specific content benchmark or civic assessment. • LEA encouragement of student participation in local meetings related to all three branches of government may also be considered. • LEAs may encourage the integration of experiential learning opportunities into these courses, including civic discussions and simulations. • LEAs may also consider encouraging grade eleven student fulfillment of the criteria in order for a seal to be affixed to a transcript for use in post-secondary college applications. | | |

Criteria 3: Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.

| Description | What that Might Look like with Students | Challenge to Implementation |
|--|---|-----------------------------|
| <p>When taking informed action, students may be encouraged to choose and define problems in their own communities, investigate root causes and possible solutions, develop and implement plans to address those problems, and reflect on their actions to help them develop identities as citizens with rights and responsibilities. This type of civic engagement augments service learning by encouraging students to consider influencing institutional policies along with other options for addressing problems. Students' informed action should be significant as evidenced by the duration, depth, and/or impact of their engagement in the school and/or community. Efforts may be undertaken individually, with classmates, or in partnership with community members and organizations.</p> <ul style="list-style-type: none"> • <i>Note that volunteering may be considered an act of civic engagement; however, volunteering alone does not constitute a project to address a real-world problem. Additionally, some acts of civil disobedience, such as walk-outs or sit-ins, may be considered acts of civic engagement, when taken in context of the student's community.</i> | | |

Criteria 4: Demonstrate civic knowledge, skills, and dispositions through self-reflection.

| Description | What that Might Look like with Students | Challenge to Implementation |
|---|---|-----------------------------|
| <p>Through self-reflection, the student will demonstrate civic knowledge, skills, and dispositions. Some options for student self-reflection include, but are not limited to:</p> <ul style="list-style-type: none"> • How the student engaged with individuals, groups, and/or organizations to advance a common good (for the student's community and/or society as a whole) or a democratic ideal, such as equity and justice; • What the student learned and how the student has personally grown through the civic engagement activity; • The extent to which the efforts had their desired impact, and what might be done differently or additionally to create deeper or more lasting change; and • How the student was involved in the project or engagement activity over an extended period of time. <p>Some examples include:</p> <ul style="list-style-type: none"> • A capstone project or portfolio with self-reflection on project activities, including successes and challenges; • A public presentation such as (but not limited to) a video, slide show, speech, meeting with a policy maker; • A written essay explaining why an activity was chosen; what activities were undertaken; what was learned; what civic skills, competencies, and knowledge were gained; how the efforts impacted the community; and how the activity may inspire future civic engagement activities for the student or others. <p>The reflection or presentation should reflect a student's choice of civic engagement activities. LEAs might consider an annual or bi-yearly civics showcase event for students to have a platform to present their civics engagement work</p> | | |

Criteria 5: Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.

| Description | What that Might Look like with Students | Challenge to Implementation |
|--|---|-----------------------------|
| <p>1. Civic mindedness may encompass:</p> <ul style="list-style-type: none"> ○ Concern for the rights and well-being of all and a desire to contribute to the common good, including members of groups historically disenfranchised by virtue of race, ethnicity, language background, gender, sexual orientation, disability, or other social identity; ○ A proactive commitment to equity, inclusivity, racial and ethnic diversity, fairness, and dismantling structures and practices that have previously excluded select groups from civic participation ○ Being aware of the value of their own experiences, their knowledge of their community, and their power to change things for the better, as well as respect for contributions of other members of the polity who do not share the same racial, cultural, or economic background. <p>2. Evidence of observed character traits that reflect civic-mindedness and a commitment to supporting the school, community, and/or society may include:</p> <ul style="list-style-type: none"> ○ Speaking and engaging others with respect, civility, and welcome, especially those who are different and/or have diverse racial or ethnic backgrounds or opposing views; ○ Demonstrating empathy and understanding through inclusion and helping to elevate the voices of others; Standing up for oneself or another student who is experiencing bullying, harassment, discrimination, exclusion or unwanted attention; and leading a group to work toward providing a common good. <p>Evidence on these points may be supported by one or more recommendations from a peer, educator, mentor, local, state, or national official, or non-familial community member.</p> | | |

Task 2: Group Summary of the SSCE

Directions: Conduct a full committee discussion of your finding after reviewing and writing about the SSCE Criteria and participate in a group discussion about some of your findings. Use the space provided below to collect those thoughts and notes.

Group Summary/Notes

Section Three: Connecting to the CA State Seal of Civic Engagement and History / Social Studies Framework

Overview

In Section Three: Connecting to the Framework / Standards, the adoption committee members will have the opportunity to look at the Criteria of the SSCE and the HSS Framework and Standards. Tracing Standards will help the district understand the ways that Civic Education and Engagement can be woven into the classrooms in a way that will help students become an active part of their communities, while teaching them the skills and knowledge that will help them become successful and productive members of society.

Tracing Standards is an opportunity to identify some priority standards deemed critical to student achievement in the district. Priority standards are those that students struggle to learn, teachers find difficult to teach, or those that thread through several grade levels. Priority standards can be determined based on the findings in the district lens. Many districts may have also already established “power” or “essential” standards that could be used in this section.

Tasks

A Tracing Standards Template is provided (along with an example of a possible path forward). Use these documents to record findings as the committee completes the steps in this section. Committee members will trace priority standards and possible implementation of the SSCE as well as outline possible options for classroom and site based activities for students to complete the requirements.

- 1. Review of History / Framework and Content Standards (Optional)**
- 2. SSCE Connection with the HSS Framework and Content Standards**

Timeline

It is anticipated that tasks included in Section three can be completed in one day. Remember that the timelines here are just a guess and will depend on your committees and your own timeframes.

Task 1: Review of History / Framework and Content Standards

Directions: Review the History / Social Studies Framework and content standards and talk amongst your grade level teams about how History / Social Studies works in your district as well as its connection to the ideas and practices of Civic Engagement.

History / Social Studies Framework vs Content Standards

Directions: Please take a moment and think about the HSS Framework and the '98 Content standards. Then answer these questions to the best of your ability either on your own or with your discussion group.

| Framework vs. Standards | |
|--|--|
| Grade Level: | |
| 1 In your own words, please explain what the CA History / Social Studies Framework is. | |
| 2. In your own words, explain what the CA Social Studies Standards are. | |
| 3. Explain how you would use both the framework and the standards in your class to help you teach Social Studies to your students. | |

Introduction to the HSS Framework Guiding Questions

Directions: Read Chapter 1 of the History / Social Studies Introduction and answer the questions below to help familiarize yourself with the document and how it will relate to your classroom and students.

Chapter 1 Introduction

| | |
|---|--|
| 1. What were some of the big ideas that were presented? | |
| 2. What, if any, were the big changes that will have to occur to implement the new framework? | |
| 3. What are some ways that you see that your grade level / department is currently working toward the goals of the new framework? | |
| 4. What challenges do you see in meeting the goals set by the introduction to the new framework? | |
| Other impressions, thoughts or ideas: | |

History / Social Studies Framework Instructional Practice for Grade Span Review and Discussion Guide

Directions: Please read the appropriate chapter in the new framework that corresponds to your grade span. Once done please take a moment to fill out the discussion guide and talk to your table groups about your impressions of the information.

| <u>Chpt 2 (Grades TK-5) / 9 (Grades 6-8) / 13 (Grades 9-12)</u> | |
|--|-----------------|
| Guiding Questions | Response |
| 1. What does your chapter say about Disciplinary Thinking and Analysis Skills? | |
| 2. How does your chapter deal with literacy skills? | |
| 3. What does your chapter say about reading and how it is handled in the new framework? | |
| 4. How does the new framework deal with writing? | |
| 5. How should English Language Development be handled in the new framework? | |
| Other impressions, thoughts or ideas: | |

History / Social Studies Framework Grade Level Review and Discussion Guide

Directions: Please read the appropriate chapter in the new framework that corresponds to your grade level. Once done, please take a moment to fill out the discussion guide and talk to your table groups about your impressions of the information. Once you have done that, then fill out the Where Do You Go From Here? Discussion Guide and share in your group.

Note: [For complete Grade Level Chapter connect to the CDE Website](#)

| Grade Level: | Subject Area: |
|--|---------------|
| Guiding Questions | Responses |
| 1. What is staying the same with your grade level? | |
| 2. What are the major changes that you see to your grade level? | |
| 3. What are some positives to the changes to your grade level? | |
| 4. What are some of the roadblocks that you see for your grade level? | |
| 5. What are some possible supports that we can implement right away to help with these roadblocks? | |
| 6. What are some supports that we can implement in the future to help with these roadblocks? | |
| Other impressions, thoughts or ideas: | |

Note: [For complete Grade Level Chapter connect to the CDE Website](#)

Where do you go from here?

| Guiding Questions | Responses |
|--|-----------|
| 1 What more would you like to know about what you learned here today? | |
| 2. What support would be helpful for your classroom in helping to cover Social Studies on a regular basis? | |
| 3. What would you like to see out of a new Social Studies curriculum? | |
| Final Thoughts and Takeaways: | |

Group Debrief and Share

Notes and Takeaways from group discussion

| |
|--|
| |
|--|

Task 2: SSCE Connection with the HSS Framework and Content Standards.

Directions: Use the documents provided to begin to map out how the SSCE will connect to the HSS that is being taught in the classrooms. Remember the work that you have done up to this point and find those areas that might provide challenges and begin to brainstorm ways to overcome these to make sure that this program has a successful implementation.

Task 2A: State Seal of Civic Engagement K-12 Pathway Working Document

Directions: Use this document to work in your grade level groups to review and brainstorm possible pathways for each of the grade spans, focusing on Criteria 3-5. Think about how this would impact each of the grades in the span.

| Grade Span Kindergarten - 3 Grade | | | | |
|--|--|---|---|--|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| Citizenship (character ed.) (K.1, 1.1, 3.2) State & national symbols (K.2, 1.3) Relation of historical figures and events (K.6, 1.5, 2.5, 3.4) | Governing documents Functions & Structures symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. How people lived in earlier times and how their lives would be different today (e.g., forming organizations, living by rules and laws) Roles simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts people and events honored in, commemorative holidays Principles & Concepts honesty, courage, determination, individual responsibility, and patriotism Processes rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community | | | |

| Grade Span 4th - 6th Grade | | | | |
|---|--|---|---|--|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| Political and societal structures (4.2, 4.3, 5.3.2, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.4.7, 5.5.1, 5.5.2, 5.5.3, 5.6.4, 5.6.6, 5.6.7, 5.8.6, 6.3.2, 6.4.2, 6.7.2, 6.7.8) Relation of historical figures and events (4.3, 4.4, 5.3.6, 5.4.3, 5.5.4, 5.6.3) Structures, functions and powers of local, state & federal government specific to the U.S. (4.5, 5.3.4, 5.6.5, 5.7) | Governing documents Constitution Bill of Rights Structures, Functions & Processes Principles & Concepts | | | |

| Grade Span 7th-8th Grade | | | | |
|--|--|---|---|--|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| Political structures (8.2.1, 8.2.2, 8.2.3, 8.2.5, 8.2.6, 8.2.7, 8.5.3, 8.7.2, 8.8.1, 8.8.2, 8.9.2, 8.9.3, 8.9.5, 8.11.5, 8.12.2) Civic principles & liberties (7.1.1, 7.6.5, 7.9.3, 7.11.4, 7.11.6, 8.1.1, 8.1.2, 8.1.4, 8.2.6, 8.3.1, 8.8.5, 8.9.6, 8.10.1) Civic participation (8.2.4, 8.3.5, 8.3.6, 8.3.7, 8.6.4, 8.6.5, 8.6.6, 8.7.4, 8.8.4, 8.12.6, 8.12.8) | Governing documents Constitution Bill of Rights 14th Amendment Structures, Functions & Processes Principles & Concepts | | | |

| Grade Span 9th-10th Grade | | | | |
|--|---|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| Political structures (10.1.3) Civic principles (*WR 1st Amendment, 10.1.1, 10.1.2, 10.2.1, 10.2.2, 10.4.4, 10.6.1, 10.9.5, 10.9.8, 10.10) | Governing/Foundation al documents First Amendment Declaration of Independence US Bill of Rights Structures, Functions & Processes struggle for independence Principles & Concepts rule of law rights and responsibilities of citizens influence of the US Constitution on the contemporary world political philosophies of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Madison principles of Wilson's Fourteen Points | | | |

| Grade Span 11th-12th Grade | | | | |
|--|--|---|---|--|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| Political structures (11.1.1, 11.1.2, 11.1.3, 11.8.5, 12.1.1, 12.1.3, 12.1.5, 12.4.1-6, 12.7.2, 12.7.3, 12.7.6, 12.7.7) Civic principles & liberties (11.3.1, 11.3.5, 11.5.2, 11.7.5, 12.1.6, 12.2.1, 12.2.3, 12.5.4) Civic participation (11.5.4, 11.6.5, 11.10.1, 11.10.2, 11.10.6, 11.10.7, 12.2.4, 12.2.5, 12.3.2, 12.6.4, 12.8.1) | Governing documents Constitution Bill of Rights 14th Amendment 19th Amendment Civil Rights Act Voting Rights Act 26th Amendment Structures, Functions & Processes US government organization Government processes - elections, courts, legislative functions tribal/federal structures separated/shared powers checks and balances independent judiciary Principles & Concepts democratic ideas natural rights federal/state authority (federalism) suffrage citizenship - rights /responsibilities civic-mindedness representation protest civil liberties/rights rule of law | | | |

Task 2B: Final Draft of CA State Seal of Civic Engagement Pathway

Directions: After your grade level / Span discussion please fill out the Final Draft Pathway document. This will be used in the final roll out materials and resources that will be shared with teachers and staff.

[If working in Grade Span Groups Use this Grade Span Final Pathway Document](#)

| Kindergarten | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 1st Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 2nd Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 3rd Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 4th Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 5th Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 6th grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 7th grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 8th Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 9th Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 10th grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 11th Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

| 12th Grade | | | | |
|--|--|--|--|---|
| Criteria 1 Engaged in academic work in a productive way. | Criteria 2 Demonstrate understanding of governing documents, functions, structures, roles, principles, concepts, processes, based on grade-level | Criteria 3 Participate in informed civic engagement project(s) | Criteria 4 Demonstrate civic knowledge, skills, dispositions through self-reflection | Criteria 5 Exhibit character traits that reflect civic-mindedness and a commitment to positive impact in the community. |
| Content Standard Connection | Framework Instructional Practices and Lesson Ideas | Student independent activity | | |
| | | | | |
| Notes about Implementation | | | | |

Section Four: Making the Final Decision: First Year Roll Out and Support

After completing the activities in Section Three, the adoption committee may be able to come to an agreement quickly and easily about what the program should be and how to adopt it. If there is still need for further discussion and deliberation, proceed to the activities in this section.

Overview

At this point the groups have been working in their respective grade level areas and mapped the Standards and Framework for History / Studies to the Criteria for the State Seal for Civic Engagement. They have developed some activities and possible ways that students, through a mixture of classroom work, independent practice and community involvement would qualify for the SSCE. Now is the time to make a final decision and come to a consensus to begin the process of roll out to the district.

Tasks

The adoption committee will come to consensus on the program that is recommended for adoption by the district. The selected programs will be based on analysis of district data and will best meet the needs of students and teachers. If there is still a disagreement after the consensus activity, the facilitator can use the Fallback Decision-making Option.

1. SSCE Roll Out Timeline Worksheet (Optional)

Data/Resources

Use charts, templates, and data from Sections One, Two, and Three as needed to assist committee members as they complete this section.

Timeline

The process in this section is designed to facilitate the selection of how the State Seal for Civic Engagement will be adopted and rolled out to the district. It may be necessary to conduct multiple sessions of this process with different stakeholders, so the timeline will vary according to the number of groups that are involved in the decision making process.

Room Set-Up

- Have participants sit in grade level groups.
- Display complete sets of the State Seal Implementation plan worked up from Session Three.
- Prepare all wall charts in advance: Norms, Consensus Definition, Poll Chart, and Evaluation Criteria Charts.

Section Four: At-a-Glance

Process Steps 1-10 Chart

Step 1: Introduce Objective of the Process

Coming to agreement

Step 2: Review Group Norms

Collectively generated

Step 3: Review Consensus Building

Agreement of support

Step 4: Review of the work done up until now

Review and recap

Step 5: Measure Individual Support of Each Step of the Program

Determine program support

Step 6: Discuss in Grade Level Groups

Evaluation of publisher materials

Step 7: Discuss Across Grade Levels

Evaluation of publisher materials

If the decision is not yet clear...
Step 8: Consider Additional Differences
Step 9: Take Final Poll to Reach Consensus

Make a decision

If consensus was not reached...
Step 10: Use Fallback Decision-making Option

Consensus Definition

A consensus decision means:

- Each team member agrees he/she can support the publisher program ultimately recommended by the committee.
- Each team member has a responsibility to support the adoption and its implementation throughout the district.

Levels of Support

1. I **strongly agree** with this publisher program and can support it.
2. I **can support** this material. I am willing to go along with this choice.
3. I **have concerns** and cannot support this material.
4. I **abstain** because I didn't learn enough about this subject or program.

GUIDING PRINCIPLES: DISTRICT ADOPTION PROCESS

1. The adoption committee will consist of representatives from the following: all grade levels (grades kindergarten through eight) and all schools.
2. The adoption committee will review the materials following the approved Toolkit process utilizing accepted processes for making decisions about instructional materials.
3. The adoption committee agrees to provide ongoing information to their respective school staff about the status of the adoption process, but will not divulge the specifics of conversations held by the committee to the general public.
4. The adoption committee agrees to support the district implementation of the recommended programs.
5. The Decision-making Process will be as follows:

Consensus –

- Each team member agrees they can support the program ultimately recommended by the committee since it best met the district priorities as determined by the District Lens.
- Each team member has a responsibility to support the adoption and its implementation throughout the district.

Fallback Decision-making Option –

- Review the Fallback Decision-making Option determined previously. This option will be used in the event that a consensus cannot be reached at the conclusion of this process.
- For example, gather input from the committee and take it to an executive committee devised by key curriculum administrators, or provide information to the superintendent's cabinet to make the adoption recommendation. This option will be shared with the review committee.

Note: Take the time to revisit the work that you did at your first meeting with the Guidelines and Norms and see if there is anything that has to be adjusted or changed for the good of the group and process. Make sure that the group agrees with the changes before putting them into place.

CA State Seal of Civic Roll Out Timeline Worksheet

| Task | Action Plan for Task | Estimated Time | Dates/ Location | Participants |
|---|----------------------|----------------|--------------------|--------------|
| Create Documentation and Materials for Roll Out | | | | |
| Inform Stakeholders | | | | |
| Professional Development for SSCE | | | | |
| Periodic Check in with Committee throughout the year to evaluate the Roll Out Process | | | | |
| Collect Evidence of Roll Out from Stakeholders | | | | |
| End of the Year Evaluation of First | | | | |
| Adjust Program for Year Two (If Needed) | | | | |

CA State Seal of Civic Engagement Toolkit

Timeline Worksheet

This tool is to help the facilitator with planning and implementation of the adoption process and should be completed before the first meeting of the larger committee.

| Section | Task | Estimated Time | Dates/ Location | Participants |
|---------|--|----------------|-----------------|--------------|
| 1 | Developing the District Lens | | | |
| 2 | Tracing Standards | | | |
| 3 | Reviewing Program Components | | | |
| | Begin Construction of Program | | | |
| | Finalize Construction of Program | | | |
| | Collect Teacher Review Data | | | |
| | Collect Student Review Data | | | |
| | Executive Committee Review | | | |
| 4 | Making a Decision – Process Steps 1-10 | | | |

Adoption Committee Facilitator _____

* This is an estimated minimum time requirement for each section. The timeline will be affected by the number of committee members, and work designing and construction instructional materials as well as connection to civic engagement organizations.

This document is an adaptation of the work done by Janeen Zambo (zambo.j@monet.k12.ca.us) of Modesto City Schools, with permission. 2021

WEBSITE RESOURCES

[California State Department of Education State Seal for Civic Engagement Homepage](#)

California State Seal of Civic Engagement K-12

- [What is the State Seal of Civic Engagement](#)
 - (LACoE webinar)
 - Access Passcode: %fY30@.u
- [California State Seal of Civic Engagement website](#)
- [How Riverside Unified School District has committed to Civic Education and Engagement](#)

Civic Education Resources

- [6 Proven Practices for Effective Civic Learning](#)
- [CDE Resources to Support Civic Engagement](#)
- [The Civic Mission of Schools](#)
- [Democracy Schools Project](#)
- [Educating for American Democracy](#)
- [The Center for Civic Education](#)
- [Educating for a Democratic Society - CA HSS Framework, Appendix E](#)
- [CERG - Civic Engagement Research Group](#)
- [CivXNow](#)
- [California Courts Civic Learning Award](#)
- [Judges in the Classroom](#)

Student Civic Engagement Opportunities/Clubs

[Mikva Challenge](#)

[GenUP](#)

[Model UN](#)

[Amnesty Student Groups](#)

[New Op-Ed co authored by 6 former Sec. of Education](#)

[Spreadsheet of Community Groups](#)

GLOSSARY OF TERMS

Academic Performance Index (API)

State legislation established the Academic Performance Index (API), which summarizes a school's academic performance and progress on statewide assessments. The API is used also as an additional indicator for federal Adequate Yearly Progress (AYP) requirements.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act of 2001 requires all schools and districts to measure academic success according to how well the school and district meet common performance targets. This determines whether or not each public school and LEA is making Adequate Yearly Progress (AYP). AYP criteria include subject matter proficiency, participation rate, API score and high school graduation rate.

Advanced Learners

Students who demonstrate performance in language arts at a level significantly above the performance of their peers.

Ancillary Materials

Additional resource materials that are included in state-board approved textbook programs but not contained in the teacher or student edition.

Basic Program (often referred to as Core Program)

Comprehensive curriculum that will ensure that all students master the History / Social Studies standards. The Basic program must provide instructional materials that are designed to foster universal access, which means the Basic Program curriculum is accessible to all students.

Benchmark Group

Students who are generally making good progress toward the standards but may be experiencing temporary or minor difficulties.

CELDT

California English Language Development Test. This test, administered annually, determines English proficiency levels for identified English language learners.

Curriculum Guides

Maps created by publishers or districts connecting state standards and instructional materials to classroom instruction.

Differentiated Instruction

A teaching theory based on the premise that instructional approaches should vary and be adapted to the diversity of students located in the same classroom. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student's needs to assist in the learning process.

District Lens

Data gathered by a school district showing information about teacher and learner needs, state testing results, available resources, and instructional materials unique to that district.

English Learners

Students who are learning English as a second or additional language.

Entry-Level Assessment

Assessments used to determine the proficiency of individual students according to a specific standard or prerequisite skill or knowledge.

Individualized Education Program (IEP)

An Individualized Education Program (IEP) describes the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Intensive Intervention Program

Program Types 4 and 5. These programs are designed to be a stand-alone, intensive, accelerated reading/language arts program for grades four through eight. They address the instructional needs of students whose reading achievement is two or more years below grade level (including students who use African American vernacular English, English learners, struggling readers, and students with disabilities).

Pacing for Differentiation

Strategy for differentiation where instruction is slowed down or sped up to accommodate the needs of a variety of learners. Pacing ensures that content remains rigorous and that students move ahead as quickly as possible to master standards within a reasonable amount of time.

Pacing Guides

Recommended time frames for instructional delivery, which create uniform expectations for teachers to deliver specific lessons skillfully at a rate that will maximize the potential for learning.

SSCE

Abbreviation for the State Seal of Civic Engagement.

Students with Disabilities

Students evaluated according to state and federal regulations as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), an emotional disturbance, an orthopedic impairment, autism, traumatic brain injury or other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who need special education and related services.

Systematic Instruction

The strategic design and delivery of instruction that examines the objective to be learned and selects and sequences essential skills, examples, and strategies necessary to achieve the objective.

Summative Assessment

Assessments that include quarterly, midyear, and end-of-year tests developed by publishers and school districts. They are used to determine whether the student has mastered the content and to document long-term growth.

Universal Access

Differentiated instruction that meets the needs of all learners and ensures that the curriculum is accessible to all students. It includes a variety of strategies for assessment, instructional grouping, and opportunities for students to master the language arts content standards.