

Union Springs: **Natural Disasters**

Appendix L: Criteria for Elective and Advanced Social Studies Courses (Civic Knowledge) and Electives rooted in Civic Participation



Criteria for Elective and Advanced Social Studies Courses (Civic Knowledge) and Electives rooted in Civic Participation

The Definition of Civic Readiness is organized around four domains:

1. Civic Knowledge
2. Civic Skills and Actions
3. Civic Mindsets
4. Civic Experiences

Directions:

Advanced Social Studies classes and electives rooted in civics must demonstrate evidence of a strong foundation to Civic Readiness to be approved as part of the Seal of Civic Readiness. Use this tool to evaluate individual courses. A course may only be approved if there is evidence that the curriculum will include the four domains of civic readiness. For each aspect of Civic Readiness check off if the course Y (yes) includes this or N (no) does not include this element of civic readiness. Provide examples as appropriate.

In order for a course to qualify it needs to have at least three components of each domain: Civic Knowledge, Civic Skills and Actions, Civic Experience and Civic Mindsets.

[Natural Disasters Course Standards](#)

Part 1

ASPECT 1_Civic Knowledge: Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inequities within our democratic system at the federal, state, and local level. Students should know how to apply this knowledge to different circumstances and settings.

	Practices	Y	N	Examples & Resources	Learning Targets
1.1	Structure and functioning of government, law, and democracy at the federal, state, local and school levels and how to participate	X		Examine government involvement in various natural disasters and its response to these events (on the local, state, and federal levels) EX: Hurricane Katrina Case Study	I can describe the cultural, political, economic, ecological and historical perspectives with respect to the Hurricane Katrina natural disaster
1.2	Civil and educational rights and responsibilities guaranteed by the U.S. constitution, the Constitution of the State of NY and federal, state and local statutes and regulations				
1.3	History, geography, economics and current events within our country and in our global society	X		Review the history of how the government has responded to these natural disasters over time EX: Hurricane Katrina Case Study	I can describe the cultural, political, economic, ecological and historical perspectives with respect to the Hurricane Katrina natural disaster
1.4	Impact of individual and collective histories in shaping contemporary issues				
1.5	View and analyze history and current issues from multiple perspectives	X		Look at various perspectives (old and current) about climate change to help shape their own understanding Socratic Seminar Debate Protocol	I can formulate my own opinion regarding climate change I can support my opinion using on scientific evidence with respect to Climate Change Debate

				EX: Galveston Hurricane Primary and Secondary Source Article EX: Climate Change Project	I can analyze and evaluate the reliability of two different historical sources related to the Galveston Hurricane.
1.6	The importance of civic rights and responsibilities, such as voting, volunteering,			Poss. creation of CERT Group (Community Emergency Response Team)	I can demonstrate the importance of volunteering by creating a class emergency response team - through planning and implementation of group
1.7	Ensuring a free press				

ASPECT 2_ Civic Skills and Actions: Demonstrate a broad array of critical analytic, verbal, communication, media literacy and other skills and participate in a wide variety of actions. Students should practice such actions both inside and outside of school on a regular basis.

	PRACTICES	Y	N	Examples & Resources	Learning Targets
2.1	Demonstrate respect for the rights of others in discussions and classroom debates and how to respectfully disagree with other viewpoints and provide evidence for a counterargument	X		Collaborate with peers when completing group work and respect one another's ideas	I can demonstrate the respect for the rights of others in discussions and classroom debates
2.2	Participate in activities that focus on a classroom, school, community, state or national issue or problem	X		The entire class focuses on this EX: Emergency Preparedness Brochure	I can create a brochure that demonstrates my knowledge of emergency preparedness for a local, state or national disaster
2.3	Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies				
2.4	Work to influence those in positions of power to achieve extensions of freedom, social justice and human rights	X		Contact local government or school officials Engage with guest speakers from the Emergency Response team - focusing on their learning from class with respect to emergency preparedness. Participate in Home, school, and community emergency preparedness audit	I can assess the current status of home, school and community emergency preparedness plans and suggest areas for improvement based on knowledge gained from classroom experiences and how improvements would be beneficial to the home, school and community
2.5	Fulfill social and political responsibilities associated with participation in a democratic				

	society and the interdependent global community by developing awareness of and/or engaging in the political process				
2.6	Analyze and evaluate news (news literacy) media, social media and other sources of information for accuracy, bias, reliability, and credibility.	X		Current Events iCivics: The Role of The Media Earthweek.com Slide: Analyze the reliability of sources Galveston Hurricane Primary and Secondary Source Article	I can analyze and evaluate current event articles with respect to natural disasters and their impacts on communities I can analyze and evaluate the reliability of two different historical sources related to the Galveston Hurricane.
2.7	Engagement in working toward the public good	X		Participate in Home, school, and community emergency preparedness audit, ready.gov	I can assess the current status of home, school and community emergency preparedness plans and suggest areas for improvement based on knowledge gained from classroom experiences and how improvements would be beneficial to the home, school and community

ASPECT 3_Civic Mindsets: Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.

	PRACTICES	Y	N	Examples & Resources	Learning Targets
3.1	Valuing equity, inclusivity, diversity and fairness	X		Collaborate in a professional manner during group work	I can demonstrate my understanding of equity, inclusivity, diversity, and fairness, through my collaboration in group work.
3.2	Recognizing the need to plan for both current needs and the good of future generations	X		Students address how governments have planned for natural disaster scenarios Participate in Home, school, and community emergency preparedness audit Sustainability and Posterity environmentally to decrease the effects of climate change	I can assess the current status of home, school and community emergency preparedness plans and suggest areas for improvement based on knowledge gained from classroom experiences and how improvements would be beneficial to the home, school and community I can assess my current carbon footprint, and implement strategies to decrease this over time to maintain sustainability, and reduce my impact on climate change
3.3	Committing to balancing the common good with individual liberties		N		
3.4	Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems	X		Form their own opinions and understanding of scientific and environmental issues within our world today EX: Climate Change Project Debate	I can formulate my own opinion based on scientific evidence with respect to Climate Change Debate

3.5	Respecting fundamental democratic principles, such as freedom of speech, freedom of the press and the rule of law	X		EX: Climate Change Project Debate	I can formulate my own opinion based on scientific evidence with respect to Climate Change Debate
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ASPECT 4_Civic Experiences: Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside the classroom, across content areas and for multiple purposes. Civic Readiness should be promoted by engaging students in relevant experiences that include students as active participants.

	PRACTICES	Y	N	Examples & Resource	Learning Targets
4.1	Completing a civic capstone or civic engagement project	X		Possibly complete a teacher-led project that addresses policies related to global warming or other topic EX: Climate Change Project	I can formulate my own opinion based on scientific evidence with respect to Climate Change Debate
4.2	Engaging in service learning	X		Poss. Sustainability school audit Poss. CPR/First Aid Certification Emergency Preparedness Merit Badge	I can assess my schools current sustainability status, and implement strategies to increase sustainability, and reduce my impact on climate change I can implement strategies for emergency preparedness in my home, school and community for a variety of disasters as prescribed by a national organization

					I can demonstrate my knowledge and understanding of CPR and First Aid for use in a disaster situation
4.3	Engaging in civil discourse around controversial issues		N		
4.4	Engaging with news and digital tools, such as social media, responsibly	X		Current Events Scholastic Upfront Magazine	I can analyze and evaluate current event articles with respect to natural disasters and their impacts on communities
4.5	Participating in civic centered co-curricular and extracurricular activities such as Model UN, Student Government, Debate Club, Student Journalism or Mock Trial	X		Poss. creation of CERT Group (Community Emergency Response Team)	I can demonstrate the importance of volunteering by creating a class emergency response team - through planning and implementation of group
4.6	Participating in school governance		N		
4.7	Voting, volunteering, and participating in community organizations and governmental systems, such as community boards, youth advisory councils etc. to promote continuous improvement.		N		
4.8	Engaging with local officials and government institutions through activities such as providing public comment before a government agency, or meeting with public and elected officials.	X		Contact local officials about their stance on a specific policy related to a topic in the course.	I can communicate/interview with an elected official regarding natural disasters and emergency preparedness (ie. funding, declaration, etc) EX: Choice Board similar to Climate Change