

# Civics Task Force

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Session 3

December 7, 2022

**RHODE  
ISLAND**

# Icebreaker

What experiences have you had that demonstrated your civic-readiness?

# Session Objectives

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- Participants will review models for incorporating civics projects in curriculum and make recommendations.
- Participants will discuss experiences, instructional practices, and resources to engage students in civics education.

# Group Agreements

- Remember the empty chair (why the work and impact)
- Leave egos at the door - focus on the students
- Step up/Step back (manage your airtime)
- Ask clarifying questions
- Don't yuck my yum (recognize our differences)
- Thoughtful and respectful listeners
- Stay Curious - ask each other questions
- Allow equitable conversation time
- Impact vs. Intent
- All questions are valid
- What's said here stays here; what's learned here leaves here
- Stay Engaged
- Be willing to embrace Discomfort
- Speak Your Truth
- Expect and accept non-closure

# Purpose of the Task Force

## Task force members will develop and make recommendations on:

- A definition of civic readiness
- The Civic Literacy Act in practice: Implementation of a student-led civics project
- The Civic Literacy Act in practice: Strengthening civics within social studies instruction
- Methods and resources for students to engage in discussion and debate
- Hands-on instruction on voter registration
- LEA Recognition of Civic Readiness in Middle School
- LEA Recognition of Civic Readiness in High School

<i>Task force members will develop and make recommendations on:</i>	<i>Task force members will use the following guiding questions to help generate recommendations:</i>
<input type="checkbox"/> The definition of civic readiness	<ul style="list-style-type: none"><li>• What is civic readiness?</li><li>• What knowledge, skills, experiences, and mindsets define a civic-ready student?</li></ul>
<input type="checkbox"/> The Civic Literacy Act in practice: Implementation of a student-led civics project	<ul style="list-style-type: none"><li>• What are characteristics of a high-quality student-led civics project?</li><li>• What does a student-led civics project look like in middle school?</li><li>• What does a student-led civics project look like in high school?</li></ul>
<input type="checkbox"/> The Civic Literacy Act in practice: Strengthening civics within social studies instruction	<ul style="list-style-type: none"><li>• How can/should LEAs strengthen civics within their social studies instruction?</li></ul>
<input type="checkbox"/> Methods and resources for students to engage in discussion and debate	<ul style="list-style-type: none"><li>• What methods and resources can LEAs use for students to engage in discussion and debate?</li></ul>
<input type="checkbox"/> Hands-on instruction on voter registration	<ul style="list-style-type: none"><li>• What methods and resources can LEAs use to engage in hands-on instruction on voter registration?</li></ul>
<input type="checkbox"/> LEA Recognition of Civic Readiness in Middle School	<ul style="list-style-type: none"><li>• How might LEAs select middle school students for recognition of civic readiness?</li><li>• What are criteria for middle school students to be considered for recognition?</li></ul>
<input type="checkbox"/> LEA Recognition of Civic Readiness in High School	<ul style="list-style-type: none"><li>• How might LEAs select high school students for recognition of civic readiness?</li><li>• What are criteria for high school students to be considered for recognition?</li></ul>

# Cadence of Task Force Meetings

Session 1 October 6	Session 2 October 26	Session 3 December 7	Session 4 January 11	Session 5 February 15	Session 6 March 22
Definition of civic readiness					
	Implementation of a student-led civics project				
		Strengthening civics within Social Studies instruction			
			LEA Recognition of Civic Readiness		
			Drafting & Synthesizing Recommendations		

*The Task Force will be expected to submit an initial report and recommendations to the Commissioner by March 31, 2023. Recommendations will inform upcoming workstreams, curricular frameworks, and other resources and guidance for schools and districts.*

# Roles and Responsibilities

- **Task Force Members**
  - Leverage your experience as collaborators and partners
  - Generate recommendations to the Commissioner
- **RIDE**
  - Manage logistics of sessions
  - Communication/outreach regarding task force
  - Facilitation support
  - Synthesize recommendations coming from task force
  - Present task force recommendations to the Commissioner
- **R2CC**
  - Facilitate sessions
  - Co-planning with RIDE staff

# Purpose of a Student-Led Civics Project

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- The suggested goals of student-led civics project is to develop civic knowledge, skills, and dispositions as it relates to civic readiness such as the following:
  - strong knowledge of history, democratic processes, citizens' rights and responsibilities
  - skills that encompass the ability to identify, explain, analyze and argue matters relating to civic life, being critical thinkers and problem solvers, and empowered to actively advocate and participate in their community
  - values, virtues, and behaviors, such as respect for others, commitment to equality, and capacity to value diverse opinions leading to a culturally diverse and informed community.



# Digging Deeper into Student-Led Civics Projects

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- Review the characteristics document.
- What are the essential elements we recommend including in the civics projects?
  - Review the [NY](#) and [Massachusetts](#)
  - What do you notice?
- Based on your discussion of the essential elements, what would you want to see in a RI Civics projects?

# Sample Projects

Review some examples of student civics projects.

- Based on your discussion of the elements, what would you want to see in RI Civics projects?
  - [Global Issues](#)
  - [Celebrity Social Responsibility](#)
  - [Civic Action Project](#)

# Station Rotation Discussions

- Based on the proposed [draft K-12 social studies standards](#), civics education is integrated throughout each grade and high school course and grade 8 will be focused on civics and government. **What are the advantages and disadvantages of having an integrated approach?**
- Please review the overview of [Grade 8 topics](#) (p.197) and the [High School Civics course](#) (p.222). **Should anything be added, removed, modified?**
- **What kinds of experiences do we want students to have when engaging in civics education particularly in relation to media literacy, discussion and debate, and voter registration?**
- **What methods (instructional practices) and resources can LEAs use for students to engage in media literacy, discussion and debate, and voter registration?**