

Quick Reference Guide: Classroom Level Graduating Ready to Contribute to Civic Life in a Global Community



Ensuring English Learners Participate in Civic Engagement and Communicate with Families

Educators regularly communicate with families and focus on ensuring that ELs participate successfully in civic opportunities. Educators are mindful of the skills and knowledge students need for future success and are cognizant of the importance of ensuring that ELs graduate ready to contribute meaningfully to civic life. To achieve this, educators:

- Actively seek and promote opportunities to increase ELs' civic engagement to help cultivate habits of mind that will carry with students and prepare them to be active members in a global society
- Communicate civic engagement opportunities to EL families regularly and in a language of the families' choosing
- Coordinate with community members to identify culturally responsive opportunities for civic engagement and community service to extend student learning
- Facilitate EL involvement in civic engagement by organizing activities they can participate in, connecting them to other organizations and events, and inviting EL families and community members to teach students about civic engagement
- Collaborate with staff and school and district leaders to remove or address barriers to EL participation in civic life (transportation issues, interpretation services, financial concerns, etc.)
- Provide scaffold and supports that assist ELs in participating meaningfully in civic learning opportunities

Engage English Learners in Authentic Opportunities for Leadership

Teachers engage ELs in classroom activities focused on civic participation that provide them with authentic opportunities for leadership.

Classrooms serve as welcoming environments that [promote and foster active](#), engaged, [civic mindedness](#) where purposefully structured curriculum and instruction leads to an [understanding of global perspectives](#). Educators promote EL engagement and learning through the use of [civics education](#), [civics-based projects](#), service learning, [social justice education](#) and making connections between classroom learning and civic engagement activities. These experiences cultivate ELs critical lenses, promote student agency, apply higher order thinking to question existing situations and perspectives, and provide the space and use their knowledge and language as tools to make choices for themselves and to pose solutions to community needs.



Rich and varied opportunities for civic engagement and community service augment classroom learning and cultivate leadership skills. Educators actively involve ELs in the planning and selection of civics-based projects focused on issues of importance to them, service-learning, and community involvement opportunities.

Civic Learning Supportive Practices	
School Governance Activities	Interdisciplinary, project-based learning
Discussion of Current Events and Controversial Topics	Democratic Government Simulations
Promoting bi/multilingualism	Service-Learning
Integrating civic learning and global competencies into classroom instruction	See also Pillar 4 Building Block 3 for the School Level

Actions-at-a-Glance: Graduating Civically and Globally Prepared

Graduating Civically and Globally Prepared: What can educators at the classroom level do?

- Use a variety of engaging projects, units of study, and community outreach and involvement to contribute to ELs developing a robust sense of what active meaningful, civic engagement means
- Host a range of community-based organizers with similar cultural and linguistic backgrounds as students who actively identify problems in their local community and work to address the needs of the community
- Consider connecting students with opportunities to participate in voting polling centers, voter registration drives, civic organizations, [student government day](#), and/or community centers
- Host EL parents and family members to share their experiences as community organizers and/or members of community or civic groups
- Develop and implement classroom activities designed to mirror or involve real world task and contexts and challenge students to think critically about the world around them, explore multiple perspectives, examine issues that are important to them, their school, community, and families
- Actively recruit and ensure EL participation in a broad range of volunteer and community service opportunities
- Promote EL leadership through community service projects

Planning Resources

DESE Practical Tools and Resources

[Student Government Day](#) provides information on planning for and involving students in student government day.

[Next Generation ESL Model Curriculum Units](#) showcases model ESL units that are good examples of curriculum designed with an underlying social justice theme and critical stance.

DESE Guidance

[Supplement to the 2018 Massachusetts History and Social Science Curriculum Framework](#) provides a discussion of the history of incorporation of civics into the curriculum (p. 63). This resource can be used to guide incorporation of civics into instruction.

[Next Generation ESL MCU Curriculum Resource Guide](#) presents approaches for developing effective curriculum for ELs, including civic education related elements such as Attending to the Role of Critical Stance and Social Justice in ESL Curriculum Development (p. 157-160).

Federal Resources

[Civic Learning and Engagement in Democracy](#) provides information about the importance of planning instruction to develop engaged, active, civic minded individuals.

[English Learner Tool Kit Chapter 10](#): Tools and resources for ensuring meaningful communication with Limited English Proficient parents provides suggestions for bridging families' cultures with school, information around translation, and resources (see p. 7-13).

Other Featured Resources

[Strategic initiatives: Civic Learning](#) provides information on how higher education is promoting teacher preparation that includes civics education.

[The relationship of teacher use of critical sociocultural practices with student achievement](#) provides information about how critical stance can help increase student achievement and language development.

[Development and validation of a measure of Critical Stance for instructional coaching](#) provides information about how critical stance can be incorporated into instructional coaching (p. 136–147).

[What does language have to do with social justice? Reclaiming the language for social justice](#) highlights how social justice can be explored and taught in the classroom.

[Teaching Tolerance](#) provides a large collection of resources, lesson plans, and social justice frameworks for use in classrooms to promote active, engaged, civic minded students.

[C3 Framework](#) promotes student driven inquiry in preparation for active engagement in a democratic society.

[Guidebook: Six Proven Practices for Effective Civic Learning](#) provides educators with examples and model of what effective civic learning looks like in practice and connects to practical resources.

[Facing History and Ourselves](#) provides educator resources, lesson plans, and materials educators can use to help students make connections between the past and issues that they face in the world today. These resources help students to develop the skills necessary for being active, engaged citizens, who work to create a more equitable, just, compassionate world around them.

[Academic Civic Mindedness and Model Citizenship in the International Baccalaureate Diploma Programme](#) presents the results of International Baccalaureate (IB) civic education in relation to cultivating civic mindedness in students.

[Action Civics for Promoting Civic Development: Main Effects of Program Participation and Differences by Project Characteristics](#) presents looks at the use and effectiveness of active civics.

[Revitalizing Civic Learning in Our Schools](#). This position statement looks at the characteristics of effective citizens and also outlines the characteristics of to be mindful of when implementing civics education.

[14 Examples of High Quality Civic Learning Opportunities](#). This collection of resources provides teaching materials and resources for use in the classroom that are useful for creating civic learning opportunities.

[Lesson plan: Civic engagement and how students can get involved](#). Provides a sample lesson plan for use in the classroom to promote students as actively engaged citizens.

[Advances in Service-Learning Research with English Language Learners](#) provides ideas for developing service learning programs for ELs.

[Leaders of Their Own Learning: Student-Engaged Assessment Videos](#). This collection of 46 video clips explore ways to promote student self-monitoring of learning.

[Digital and Civic Literacy Skills](#) provides a framework, complete with lessons and resources, for teaching digital literacy to promote good digital citizens.

[Science and Social Justice: Making the Case for Case Studies](#) argues for using case studies in the science classroom for promoting social justice.

[Why Science Teachers Should care about social justice?](#) presents ways to implement social justice education in the science classroom.