

Quick Reference Guide: School Level

Graduating Ready to Contribute to Civic Life in a Global Community

Providing a Range of Civic Learning Opportunities

School leaders identify strategies to engage students in civic opportunities (e.g., outreach and encouragement to specific students).

In their role as vision casters and strategic planners, school leaders are essential in establishing a civic-minded school culture. This requires understanding of global competencies and types of learning opportunities that promote develop these competencies for all students, including ELs. It also requires identifying, sponsoring, and designing curricular and extra-curricular activities, programs and materials to promote civic learning, adequately supporting and resourcing them, holding educators responsible for implementing them and evaluating their effectiveness in promoting desired outcomes for ELs.

Students can acquire civic knowledge, skills and dispositions in a variety of ways. Skilled leaders are adept at maximizing opportunities and resources so ELs can participate in learning opportunities that prepare them for citizenship in a global world at the same rate as their non-EL peers.

Civic Learning Supportive Practices

School governance activities	Service-Learning
Discussion of Current Events and Controversial Issues	Integrating civic learning and global competencies into classroom instruction
Promoting bi/multilingualism	Interdisciplinary, project-based learning
	Democratic Government Simulations

Promoting ELs Engagement and Participation in Civic Learning

School administrators sponsor or identify a wide range of opportunities for ELs to engage in civic activities.

ELs interested in civic learning opportunities may face multiple barriers to participation. Beyond the typical financial and/or transportation barriers many non-EL students face, ELs may also deal with linguistic and cultural barriers. ELs may not have the requisite cultural background or knowledge of the community or systems and processes to engage in civic activities. In addition, their personal and family cultural norms and values may be quite different from American-style civic participation. Nevertheless, ELs bring global perspectives and competencies embedded in their linguistic and cultural backgrounds that can be [used to help all students understand and act on issues of global significance](#). Effective school leaders ground strategies for promoting EL civic learning participation in asset-based approaches that address barriers, are culturally responsive, and affirm EL identities.

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

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

- Use multilingualism and related skills in the curriculum to promote civic learning in bilingual programs
- Provide professional learning opportunities for educators to start or improve high-quality, culturally responsive civic learning
- Engage EL families and the community at large in identifying civic learning opportunities and in supporting ELs in participating in them
- Give ELs opportunities to co-develop civic learning projects and activities as equal partners who help enrich the whole school community
- Encourage individual ELs to engage in activities and develop incentives to support their participation
- Design civic learning opportunities that allow ELs to develop a critical stance, self-agency, and leadership skills
- Provide resources (time, space, funds) for ELs to partner with community, national and global organizations to expand civic learning opportunities
- Leverage EL parents and families with similar cultural backgrounds as experts to help design culturally responsive civic learning opportunities and help address cultural barriers to EL participation
- Maximize the use of student advisories to develop civic and global competencies

Planning Resources

DESE Practical Tools and Resources

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

DESE Guidance

[Massachusetts Definition of College and Career Readiness and Civic Preparation](#) provides a definition and essential competencies for civic participation.

[Supplement to the 2018 Massachusetts History and Social Science Curriculum Framework](#) includes a discussion of the history of incorporation of civics into the curriculum starting (p. 63).

[Implementation of History, Social Science, and Civics Education](#) presents key elements of the 2018 History and Social Science Curriculum Framework and its related law, *An Act to Promote and Enhance Civic Engagement*.

[Next Generation ESL Project: Curriculum Resource Guide](#) includes resources, guidance, and tools for supporting ESL curriculum development, including “Attending to the Role of Critical Stance and Social Justice” (p. 157-160).

Federal Resources

[Civic Learning and Engagement in Democracy: A Road Map and Call to Action](#) (archived resource) discusses the importance of planning instruction to develop engaged, active, and civic-minded individuals and provides suggestions for advancing civic learning and democratic engagement (p. 17).

[Newcomer Toolkit Chapter 3](#) provides guidelines for teaching newcomers, including global competencies for all students (p.2 -3) and a checklist for teaching for global competence (p.17-18).

Other Featured Resources

[English Language Learning in a Community Setting: Creating Pathways for Civic Engagement](#) describes an approach for promoting language learning through civic engagement using problem-based learning (PBL).

[Service Learning and Community Engagement for English Classes](#) provides background information on the topic, sample projects and ideas for supporting students learning English in community engagement and service learning.

[Teaching English as a Second Language and Civics](#) provides resources for engaging ELs in civic curriculum and activities.

[Teaching Civic Engagement: From Student to Active Citizen](#) provides research and innovative pedagogy for promoting civic engagement education.

[The Global Learning Resource Library](#) provides resources (books, articles, video demos, lesson plans, etc.) for becoming a globally competent educator and developing global competencies in students.

[The Globally Competent Learning Continuum](#) identifies dispositions, knowledge, and skills educators need to teach students from diverse backgrounds and prepare all students to thrive in a global society.

[Civic Guardians](#) presents six proven practices recommended for every school's approach to civic learning and a list of organizations to partner with for civic education and engagement (p. 39).

[iCivics](#) works to ensure every student in America receives a quality and engaging civic education and graduates from high school well prepared and enthusiastic for citizenship.

[Project Zero Global Thinking](#) offers thinking routines that foster understanding and appreciation of today's complex globalized world. The materials and tools include a framework to think about global competence and offer clarity about various capacities associated with global competence.

[Educating for global competence: Preparing our youth to engage the world](#) provides a rationale, definition, conceptual framework, core principles of instruction for teaching global competence, description of global competencies, and recommendations for what schools can do to promote global competence.