



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

Guidance: Civic Life in a Global Community Within and Outside Schools

The Department regularly provides guidance informed by the latest research and emerging best practices and provides opportunities to promote ELs' civic participation within and beyond their schools.



An unprecedented global interdependence reaches into social, economic, environmental and educational areas, to name a few. For effective civic participation, global citizens need an understanding of global issues that affect them as community members, creators of culture, citizens, workers and students. The education system must help students develop the skills, abilities, and dispositions to participate civically in a society that will be more demographically, culturally, and linguistically diverse than any democratic society of the past. The Department supports all students in pursuing their interests in cultures and languages around the world by guiding districts to...

- Offer [bilingual program models](#)
- Promote the [Seal of Biliteracy](#)
- Teach [world languages](#)
- Offer Global Learning Networks, Global Citizens Clubs, and [World Language](#) Clubs

Furthermore, the Department provides guidance to support districts in preparing students to have the necessary knowledge and skills to become thoughtful and active participants in an interdependent, complex world. For example, guidance may include...

- capacities that characterize globally minded individuals and how education systems can best nurture such capacities
- exploration and celebration of the diversity of our classroom and global communities (e.g., cultural, religious, racial, ethnic, linguistic, economic, ability, gender identity, family structure, sexual orientation)
- the removal of barriers that may prevent ELs from engaging in full civic participation and professional advancement in a global economy

Forums for Promising Practices: Engaging ELs in Civic Opportunities

The Department convenes forums for district leaders to share best practices related to engaging ELs in civic opportunities.

All students need educational experiences that prepare them to become effective global citizens, equipped for success in college, career, and civic participation in their communities. The Department organizes forums, [networks](#), convenings, and other communication strategies that focus on effective practices for preparing ELs with opportunities for civic engagement that benefit them as well as the larger community. Such forums may include:

- exploring, developing, and sharing civic engagement projects that promote cooperation and collaboration between students, districts and our many diverse global community resources in Massachusetts communities
- supporting districts and educators to examine areas of best practice where civic engagement is embedded in students' educational experiences, for example:
 - engaging students in [providing feedback on school climate](#) and using feedback to create more responsive, safe schools
 - [culturally and linguistically sustaining approaches](#) to education
 - supporting community and state partnerships for students themselves to participate in the development of important pipelines of civic resources using their linguistic and cultural capital
 - dissemination of practical ways to involve community and civic leaders in schools
 - models of [standards](#), [curriculum](#), and instruction that incorporate development of critical stance, agency, identity and preparation of students for real world application of civic learning in the communities in which they are members
- celebrating diversity and [encouraging honest and informed academic discussions among educators](#) about prejudice, racism, xenophobia, and bigotry in the past and present that impacts civic life and the fabric of communities.



- disseminating information about the values of bilingualism and biculturalism as a civic asset, supported by the expansion and strengthening of Massachusetts bilingual and World Language programs:



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

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

- Communicate to districts that proficiency in other cultures and languages other than English is a strength that ELs already bring
- Guide districts to reflect and act upon the theme of teaching and learning for global competence, inviting educators to embrace new approaches to the curriculum and the cultures of schooling
- Guide districts to offer [bilingual program models](#), promote the [Seal of Biliteracy](#), and teach [world languages](#)

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

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

[Next Generation ESL MCU Curriculum Resource Guide](#) This document includes resources, guidance, and tools for supporting ESL curriculum development. See “Attending to the Role of Critical Stance and Social Justice” (p. 157-160) for more information on incorporating critical stance and social justice into curriculum.

Federal Resources

[Civic Learning and Engagement in Democracy](#) Although an archived resource, this webpage includes information about the importance of planning instruction to develop engaged, active, and civic minded individuals.

Other Featured Resources

[iCivics](#) This webpage 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.

[Global Thinking | 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.

[An Educator’s Guide to the “Four Cs”. Preparing 21st Century Students for a Global Society](#) The National Education Association (NEA) developed this guide to introduce educators to the concept, stress the importance of the “Four Cs,” and put 21st century education into classroom practice. The guide includes ideas and resources that will help advance the “Four Cs” in classroom practices. These resources include practical techniques to integrate the “Four Cs” in the classroom setting; tools for developing better proficiency in technology; and methods to ensure that students are learning in a meaningful context. It also offers suggestions for encouraging your department, school, district, and state to embrace the “Four Cs.”

[Partnerships for 21st Century Learning](#) The P21 Framework was developed to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship. All elements of the Framework are critical to ensure 21st century readiness for every student. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future. EdLeader21 provides customizable tools and resources to support with the implementation of a 21st century education.