Bellflower Unified School District

CALIFORNIA’S P21 SUMMIT
APRIL 24, 2015
FULLERTON COLLEGE

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GUARDIAN OF DEMOCRACY
The Civic Mission of Schools
Preparation for College, Career, and Citizenship

The Civic Mission of Schools
The Partnership for 21st Century Skills
21st Century Skills Framework

- **21st Century Themes**
  - Global Awareness
  - Financial, Economic, Business & Entrepreneurship Literacy
  - Civic Literacy
  - Health Literacy
  - Environmental Literacy

- **Information, Media & Technology Skills**
  - Information Literacy
  - Media Literacy
  - ICT Literacy

- **Life & Career Skills**
  - Flexibility & Adaptability
  - Initiative & Self-Direction
  - Social & Cross-Cultural Skills
  - Productivity & Accountability
  - Leadership & Responsibility
Partnership for 21st Century Skills

- Creativity
- Collaboration
- Communication
- Critical Thinking and Problem Solving
Institutionalize high quality civic learning practices in **ten high schools in Los Angeles County** and **two high schools in Orange County** to provide **ALL students** with the knowledge, skills, and dispositions to become committed, informed, and engaged citizens in the 21st century.

**We want all students to leave high school able to:**
- participate in civil and productive dialogue about current local, national, and international issues;
- investigate and address community public policy issues by utilizing critical thinking and problem solving skills, creativity and innovation, communication, and collaboration skills needed for effective civic life.
Common Core State Standards for ELA

C3 Framework for Social Studies State Standards

Partnership for 21st Century Skills

The Civic Mission of Schools

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS

GUARDIAN OF DEMOCRACY
The Civic Mission of Schools
What is a California Democracy School?
Summer Institute
- Civic Inquiry and Investigation
- Common Core
- C3 Framework
- P21 and the 4Cs
  July 15-19, 2013

Investigation of Public Issues
- Civil Dialogue/Inquiry
- Service-Learning
- Use of Technology
  4 days: Sept. – Nov.

Classroom Practice
January - June

Coaching and Technical Assistance

PLC Cycle of Inquiry

School/District Leadership Support
YEAR TWO

Summer Institute: July 14-18, 2014
- Finalize implementation plan
- Develop end-of-course performance-based assessment measure and rubric
- Identify needed resources

Implement Plan within Instructional Program
i.e. Elective Course, 12th Grade Government Course

Showcase Event
May 2015

Coaching and Technical Assistance
PLC Cycle of Inquiry
School/District Leadership Support
YEAR THREE

Coaching and Technical Assistance -> PLC Cycle of Inquiry -> Strengthen Internal Capacity -> Showcase Work

Mentor Other Schools -> School/District Leadership Support -> California Democracy School Recognition
<table>
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<tr>
<th>School Name</th>
<th>City</th>
<th>District</th>
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<tr>
<td>Bellflower Middle School/High School</td>
<td>Bellflower USD</td>
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<td>Long Beach USD</td>
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<td>Compton USD</td>
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Bellflower High School / Middle School
Civic Initiative Program

Partnership for 21st Century Skills
Presentation – April 24, 2015

Principal – Mr. Michael Lundgren
OUR BHS CIVIC INITIATIVE TEAM

• Team Leaders:
  – Arlene Whitney – Assistant Principal: Curriculum & Guidance
  – Sue Nicoletti – Civic Site Coordinator / Teacher - 12th Grade AP Government, American Government

• Teacher Team Members:
  – Babak Aminitehrani – 12th Grade American Government, 9th Grade Geography
  – Todd Davenport – 7th Grade Core World History
  – Deborah Guzman – 11th Grade AP US History, 12th Grade Economics
  – Alison Kawashima – 8th Grade US History, 8th Grade Honors US History
  – Alyse Smith – 11th Grade US History, 10th Grade World History
California Democracy School Civic Learning Initiative:

- Three-year pilot program funded by the Steven D. Bechtel, Jr. Foundation
- Directed by the Los Angeles County Office of Education in partnership with the Los Angeles County Education Foundation
- Began training in summer 2013
- Upon successful completion and implementation, we will become a Flagship Civic Democracy School for California, eventually training other schools in CA
Inspired by the C3 Framework, the initiative provides us with 3 years of professional development and resources to help us guide students through a civic inquiry and investigative approach to learning, consisting of:

1. Framing an inquiry about a public problem or issue
2. Investigation & research
3. Engaging in civil dialogue
4. Communicating conclusions
5. Taking informed civic action on their findings
This approach to civic learning accomplishes several things:

- It builds a strong knowledge base of how our government operates
- It develops important **critical thinking** and **collaborative skills**
- It facilitates a **desire** for our students to engage as active citizens

This approach is intentionally integrated with the goals and objectives of:

- The California Common Core State Standards for English Language Arts and Literacy in History / Social Studies
- The Six Proven Practices of the Guardian of Democracy - Civic Mission of Schools initiative
- The Partnership for 21st Century Skills Framework
Connection and Integration with Common Core Anchor Standards:

- **Anchor standards for reading 6-12:**
  - Make logical inferences from text
  - Cite specific textual evidence to support conclusions
  - Assess how point of view or purpose shapes the content of the text
  - Integrate and evaluate content presented in diverse media and formats
  - Determine the relevance and sufficiency of the evidence
  - Read and comprehend complex informational texts independently
  - Integrate information from diverse sources – primary and secondary – into a coherent understanding of an idea or event

- **Anchor standards for writing 6-12:**
  - Write arguments to support claims in an analysis of substantive topics using valid reasoning and evidence
  - Use technology to produce and publish writing and to interact and collaborate with others
  - Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject matter under investigation
  - Gather relevant information from multiple print & digital sources, assess credibility and accuracy, and integrate information
Integration with Six Proven Practices that Enhance the Civic Mission of Schools

1. **Classroom Instruction**
   - Provide formal instruction in social science classes

2. **Discussion of Current Events & Controversial Issues**
   - Incorporate these into the classroom – especially issues important to young people

3. **Service Learning**
   - Design and implement programs that provide students the opportunity to apply what they learn through performing community service linked to formal curriculum & classroom instruction

4. **Extracurricular Activities**
   - Offer outside opportunities for students to get involved in their schools and communities

5. **Student Participation in School Governance**
   - Give students more chances to participate and manage their own classrooms to foster civic skills and attitudes

6. **Simulations of Democratic Processes**
   - Simulations of voting, legislative deliberation & diplomacy in schools lead to heightened political efficacy
Integration with Partnership for 21st Century Skills Framework & Student Outcomes

- Core Subjects (the 3 Rs) and 21st Century Themes
- Learning and Innovation Skills
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration
- Information, Media and Technology Skills
  - Information Literacy
  - Media Literacy
  - ICT Literacy
- Life and Career Skills
How do we get the students engaged in the civil dialogue required for investigation?
We’ve received focused training on the following techniques:

- SAC (Structured Academic Controversy)
- Socratic Seminars
- PIDs (Public Issue Discussions)
- Soapbox Speeches
- Class discussions
- Philosophical Chairs
- Effective civic inquiry & investigation
Sample topics that prompt civil dialogue:

- Should college athletes be financially compensated?
- What are the repercussions - economic and social - of legalizing marijuana in CA?
- Should the US limit outsourcing of jobs?
- Was the New Deal a success?
- How is federalism influencing our society today?
- Did Thomas Jefferson overstep his power with the Louisiana Purchase?
- Should the US use voter identification laws?
- Should the death penalty be abolished?
- Should Native Americans receive reparations?
- Was the US justified in using the 2nd atomic bomb on Nagasaki?
Our Successes Year One

First Annual BHS Civics Fair – June 2014

- Students exhibited civic investigation projects
- Over 1,500 students attended
- Fair was open all 6 periods
- Questionnaires were provided for full student engagement
- Positive feedback
- Addition of choral department to add music from the civil rights era
Civics Fair (cont)

Poster Board Framework

1. **Main topic / Subject**
   
2. **The Civics Inquiry Process: INVESTIGATION**
   
3. **Inquiry Process #1**
   - Inquiry Question #1
   - Frame your question so that it cannot be answered by a simple “yes” or “no”.

4. **Inquiry Process #2**
   - Inquiry Question #2
   - Frame another question more in depth than #1.

5. **Evidence For Inquiry Process**
   - Photos, articles, research that depict the reason or evidence for your civic investigation.

6. **Investigation**
   - Data retrieval: Websites, surveys, interviews, book excerpts. Where did you find your information?

7. **Civil Dialogue**
   - Class activity to expand knowledge discussions.

8. **Conclusions**
   - What you discovered about your topic – reflections.

9. **Taking Informed Action**
   - What can be done to address the problem identified in questions #1 and #2?

10. **Local organizations?**

11. **What can you do to help communicate awareness or develop a solution to this issue – OUTSIDE of our classroom?**

Conclusions
- What you discovered about your subject – even more depth than before.
Civics Fair (cont)

>El Salvadorean Consulate<
Our Successes Year One (cont)

- **Institutionalization:** Built lesson plans to expose all Social Science grade levels (7-12) to some form of civic inquiry and civil dialogue.

- **Technology:** Utilized availability of Chrome Carts for in-class research on projects and inquiries.
Our Successes Year One (cont)

• Inaugural Young Legislators Program

- Coordinated through 58th District Assemblymember Cristina Garcia’s office
- 23 high schools competed for 30 openings (12th grade only)
- 9 high schools were accepted - **BHS received 10 of the 30 openings!!**
- BHS graduated 9 students from the program in July 2014
- BHS student Sam Guerra became Speaker of the House
- BHS student Michael Jetsupphasuk wrote environmental legislation
- Culminated in a visit to Sacramento to state assembly floor to mock debate a bill
Our Successes Year One (cont)

- **Student Pollworker Program**

- Los Angeles County Registrar-Recorder / County Clerk

- 60 BHS students participated in the June 2014 elections & 60 participated in November 2014 General Election

- Students were able to work as clerks at various polling places throughout Bellflower area

- Received commendation from county for student performances
Our Successes Year One (cont)

- **Civic Inquiry Lab (Room 900)**
  - Administration supported our efforts by dedicating a classroom for our civic inquiry discussions.
Our Successes Year One (cont)

- Use of “sentence frame” cards to aid students in civil dialogue about controversial topics

Expressing an opinion:
I think….
I believe…..
It seems to me that…..
In my opinion…..

Paraphrasing what someone said:
So you are saying that…..
In other words, you think…..
What I hear you saying is…..

Acknowledging ideas of others:
I agree with _____ that…..
My idea builds upon _____’s idea.
I agree with _____ because…..

Individual Reporting:
I discovered from _____ that…..
I found out from _____ that…..
_____ pointed out to me that…..
_____ shared with me that…..

Disagreeing:
I don’t agree with you because……
I came to a different conclusion.
I have a different opinion.
I have a different perspective.
Sacramento Showcase

- August 2014 BHS was invited to a meeting of the California Task Force on K-12 Civic Learning
- Notable Attendees:
  - Tom Torlakson - CA State Superintendent of Public Instruction
  - Tani Cantil-Sakauye - California State Supreme Court Chief Justice
  - Darrell Steinberg - California Senate Leader on Civic Education
  - Dr. Michelle M. Herczog - Power of Democracy Steering Committee and Task Force member, History-Social Science Consultant III at Los Angeles County Office of Education, and President of the National Council for the Social Studies
- Three BHS students attended, along with BHS Principal Mike Lundgren and Civic Initiative Team Member Todd Davenport
- Civic Inquiry projects were on display and BHS was highlighted as an example of successful implementation of civic learning
Our Successes - Year 2

- **Department Training:** Conducted 4 PLC meetings this past year for high school and middle school Social Science departments on Socratic Seminar implementation.

- **Individual Training:** Sent 2 additional Social Science teachers (Angie Betance and Amber McKinney-Ortega) to Civic Inquiry / Investigation Symposium at LACOE (with additional grant money received from Bechtel Foundation).

- **Young Legislators Program:** Eight BHS seniors were accepted into the program this year; will culminate in Sacramento visit in June.

- **MyVote:** Conducted school-wide student mock elections on October 28th, 2015.
• **Project Take Action:**
  Bellflower Middle School combined civic learning with civic teaching, leadership and action, leading Woodruff Elementary School in a large park clean up at Caruthers Park in Bellflower.
Veterans Project: Students researched the civic inquiry, "What Are the Obstacles Facing Our Veterans Today?" and created campus awareness programs in addition to having a Veteran’s Visit on campus.
Our Successes - Year 2

- **Torrakson / Tuck Debate**  
  *(LACOE – Sept. 17)*

- 30 BHS students attended a debate between 2 candidates for State Superintendent of Public Education

- Tom Torlakson vs Marshall Tuck

- BHS student Cristen Jackson-Thompson’s question about AP testing was featured as a debate point

- Students were featured on California Channel’s coverage of the debate
Our Successes & Plans - Year 2 (cont)

- *Brought aboard entire high school history department with a grade-level civic investigation project*

- *Created common lessons using all strategies for every grade level*

- *Will be conducting 2\textsuperscript{nd} Annual Civics Fair on June 4, 2015 – with every grade level participating*

- *All seniors are conducting a civic investigation as part of their course requirement*
Future Plans Year 3 (2015 - 2016)

• Bring aboard the other disciplines

• Organize a town hall meeting with Lucille Roybal-Allard, our US House Representative (40th congressional district)

• Film our successful classroom strategies and make available to all staff

• Lead professional development for entire staff – with possibilities for in-service days

• Involve more community members and organizations