

It's Everyone's Responsibility: Preparing students for College, Career, and Civic life

As governments and schools come together to engage youth in what it means to be an active citizen, increase civic knowledge or to expose students to municipal government careers, it is important to have some agreement on what we mean by civic skills/knowledge and also how they relate to common core and 21st century skills. This agreement will help guide teachers in how they create learning experiences that prepare students with the needed skills municipal agencies are seeking in future workers and in a new generation of active citizens. This will also help municipal entities increase the impact of youth engagement programs by being clear on what skills they want students to know and experience through these activities (e.g. job shadows, internships, site visits, youth councils, and both in class and extracurricular approaches).

This crosswalk between civic, common core and 21st century skills is intended to help teachers see this is as not another layer of curriculum or activities that they must fit into an already packed classroom schedule; but that many of these skills are already embedded in current curriculum and lessons. We identified and "crosswalked" skills and competencies identified in five significant documents that address the critical elements needed to prepare students for college, career, and civic life. This list offers a discussion point to gain more consensus on what the core civic and 21st century are for communities and also offers common language and a guide for lesson plan/activity development.

The critical shift that must be made by teachers and school districts is one of *context* for learning more than *Content* of learning. The way to ensure a relevant and meaningful learning experience is to take a cross-curricular approach that involves blending all subject matters in support of a common objective. By utilizing current local issues, concerns, and data in lesson plans, students will be able to readily see the relevance of their educational experience, and the interconnectedness of what they are learning in each of their classes. The age old question of, "*When will I ever use this?*" becomes moot because students will have opportunities to use the skills they're learning in real-life situations.

This is not an exhaustive set of skills and competencies. However, this list demonstrates that preparing students with the 21st Century and civic skills they need to be successful citizens is everyone's responsibility.

Skills and Competencies Considered in this Crosswalk:

Revitalizing K-12 Civic Learning in California: A Blueprint for Action

www.cde.ca.gov/eo/in/documents/cltffinalreport.pdf



The product of the California Task Force on K-12 Civic Learning, this Blueprint outlines a plan of action for students, teachers, administrators, business and community leaders, courts, and local government and elected officials to take immediate action to improve civic learning in all California schools and communities. Vetted and reviewed by over 600 individuals representing education and governmental organizations, the skills and competencies identified in this report were considered in this crosswalk.

Common Core Habits of Mind

www.ocde.us/CommonCoreCA/Pages/Habits-of-Mind.aspx

The Habits of Mind described in Common Core are best described as a set of dispositions or responses a person should have when facing a problem or difficult situation. The Orange County Department of Education's listing of the Habits of Mind were used for this crosswalk.



New World of Work's Top 10 Competencies

www.newworldofwork.org/21st-century-skills/



The organization, New World of Work, has been conducting research, focus groups, and other gatherings of employers, entrepreneurs, human resources specialists, educators, and students to determine the essential employability skills required in our emerging global economy. From this work, they identified a 'Top 10' set of 21st century skills critical to individuals' success.

Framework for 21st Century Learning

www.p21.org/our-work/p21-framework



The Partnership for 21st Century Learning's (P21), Framework for 21st Century Learning was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning.

The Guardian of Democracy: The Civic Mission of Schools

www.civicmissionofschools.org/the-campaign/guardian-of-democracy-report



This report, produced by The Campaign for the Civic Mission of Schools, provides a comprehensive look at the role civic learning plays in maintaining our democracy, examines the major problems confronting civic learning, shows six proven practices in effective civic learning and provides recommendations for policymakers, educators and all citizens. This report identifies a number of civic skills and competencies that mark a quality civic education. These competencies and skills were considered for this crosswalk.

Preparing Students for College, Career, and Civic Life: A Crosswalk of Academic, Civic, and Work-based Learning Skills and Competencies

KNOWLEDGE OF CIVICS AND CIVIC PROCESSES

SOURCE	<u>Revitalizing K-12 Civic Learning In California: A Blueprint For Action</u>	<u>Common Core "Habits of Mind"</u>	<u>New World of Work Top 10 Competencies</u>	<u>Competencies in the Framework for 21st Century Learning</u>	<u>The Guardian of Democracy: Campaign for the Civic Mission of Schools</u>
COMPETENCY/SKILL	<ul style="list-style-type: none"> • Understand ethics, history, geography, law and economics; • Possess financial literacy and digital media literacy; • Understand constitutional concepts such as separation of powers and due process; • Understand democratic processes and how our government works; • Understand local, state, national and global issues of the day, and • Understand the concepts of diversity, privilege and power. 	<ul style="list-style-type: none"> • Build strong content knowledge. 		<ul style="list-style-type: none"> • Civic literacy • Financial, economic, business and entrepreneurial literacy 	<ul style="list-style-type: none"> • Civic content includes both core knowledge and the ability to apply knowledge to different circumstances and settings. • Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history • Principles, documents, and ideas essential to constitutional democracy • Relationship between historical documents, principles, and episodes and contemporary issues • Structures, processes, and functions of government; powers of branches and levels of government • Political vehicles for representing public opinion and effecting political change • Mechanisms and structure of the U.S. legal system • Relationship between government and other sectors • Political and civic heroes • Social and political networks for making change • Social movements and struggles, particularly those that address issues as yet unresolved • Structural analyses of social problems and systemic solutions to making change

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CRITICAL THINKING					
SOURCE	<u>Revitalizing K-12 Civic Learning In California: A Blueprint For Action</u>	<u>Common Core "Habits of Mind"</u>	<u>New World of Work Top 10 Competencies</u>	<u>Competencies in the Framework for 21st Century Learning</u>	<u>The Guardian of Democracy: Campaign for the Civic Mission of Schools</u>
COMPETENCY/SKILL	<ul style="list-style-type: none"> • Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate • Be able to critically evaluate campaign advertising • Have a sense of civic duty at local, state, national and global levels 	<ul style="list-style-type: none"> • Come to understand other perspectives and cultures • Comprehend as well as critique • Value evidence • Respond to the varying demands of audience, task, purpose, and discipline • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> • Analysis/Solution Mindset • Social/Diversity Awareness • Empathy • Entrepreneurial Mindset • Self-Awareness 	<ul style="list-style-type: none"> • Health literacy • Global awareness • Environmental literacy • Creativity and innovation • Critical thinking and problem solving 	<ul style="list-style-type: none"> • Knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life • Critical thinking • Understanding, interpreting, and critiquing different points of view • Perspective-taking • Tolerance and respect • Appreciation of difference • Concern with the rights and welfare of others • Engaging in dialogue with those who hold different perspectives • Understanding, interpreting, and critiquing various media • Identifying public problems • Drawing connections between democratic concepts and principles and one’s own life experience

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ACTION					
SOURCE	<u>Revitalizing K-12 Civic Learning In California: A Blueprint For Action</u>	<u>Common Core "Habits of Mind"</u>	<u>New World of Work Top 10 Competencies</u>	<u>Competencies in the Framework for 21st Century Learning</u>	<u>The Guardian of Democracy: Campaign for the Civic Mission of Schools</u>
COMPETENCY/SKILL	<ul style="list-style-type: none"> • Be able to collaborate, build consensus and take collective action to address community issues • Be able to vote, perform jury duty and communicate with policy makers • Be able to fluently use technology and digital civic engagement tools • Demonstrate concern for the rights and wellbeing of others • Tolerate, appreciate and seek out a variety of perspectives • Be aware of [students'] power to act and be predisposed to take action to change things for the better 	<ul style="list-style-type: none"> • Demonstrate independence • Use technology and digital media strategically and capably • Model with mathematics • Use appropriate tools strategically • Attend to precision 	<ul style="list-style-type: none"> • Collaboration • Communication • Digital Fluency • Resilience • Adaptability 	<ul style="list-style-type: none"> • Communication • Collaboration • Information literacy • Media literacy • ICT (information, communication and technology) literacy • Flexibility and adaptability • Productivity and accountability • Leadership and responsibility • Initiative and self-direction • Social and cross-cultural skills 	<ul style="list-style-type: none"> • Expressing one's opinions • Active listening • Communicating through public speaking, letter writing, petitioning, canvassing, lobbying, protesting • Managing, organizing, participating in groups • Building consensus and forging coalitions • Planning and running meetings • Utilizing strategic networks for public ends • Sense of belonging to a group or polity • Desire for community involvement • Knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change. • Community mapping • Utilizing electoral and non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, etc.) • Organizing and demonstrating • Rejection of violence • Commitment to balancing personal liberties with social responsibility to others • Personal efficacy • Readiness to compromise personal interests to achieve shared ends • Attentiveness (to civic matters, the news, etc.)