



Empowering School Leaders: Strengthening K-12 Civics Education Through Strategic Support and Professional Learning

Florida Organization of Instructional Leaders Fall Conference

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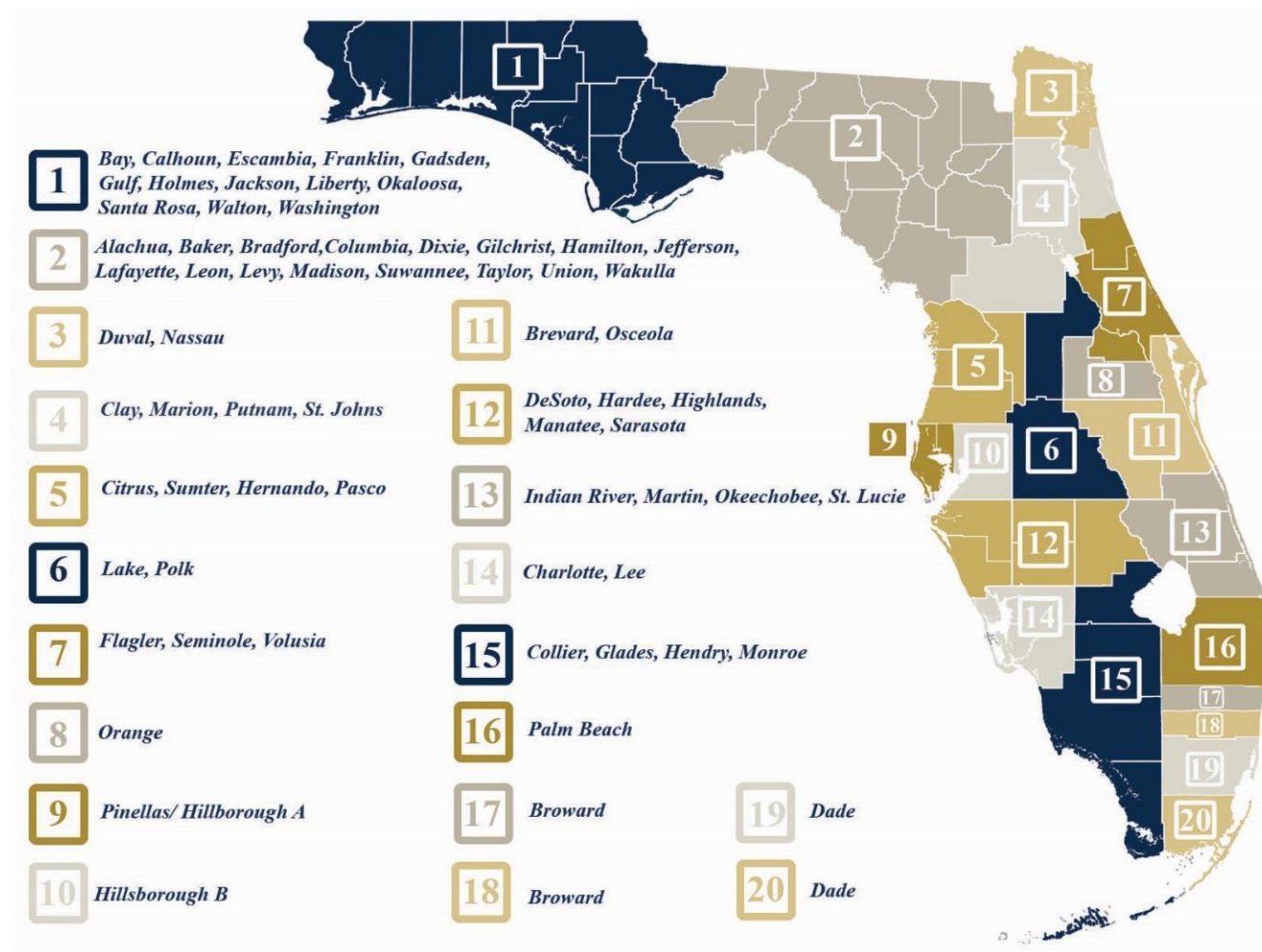


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Session Objectives

- Participants will be introduced to the various types of supports provided by the Regional Civics Literacy Team.
- Participants will familiarize themselves with civics and government resources that are available for educators to utilize.
- Participants will explore various examples of how civics and government benchmarks can be integrated across various content areas.

Regional Civics Literacy Directors and Coaches



School and District Level Support



1:1 Teacher Coaching



Professional Learning Community Support and Planning



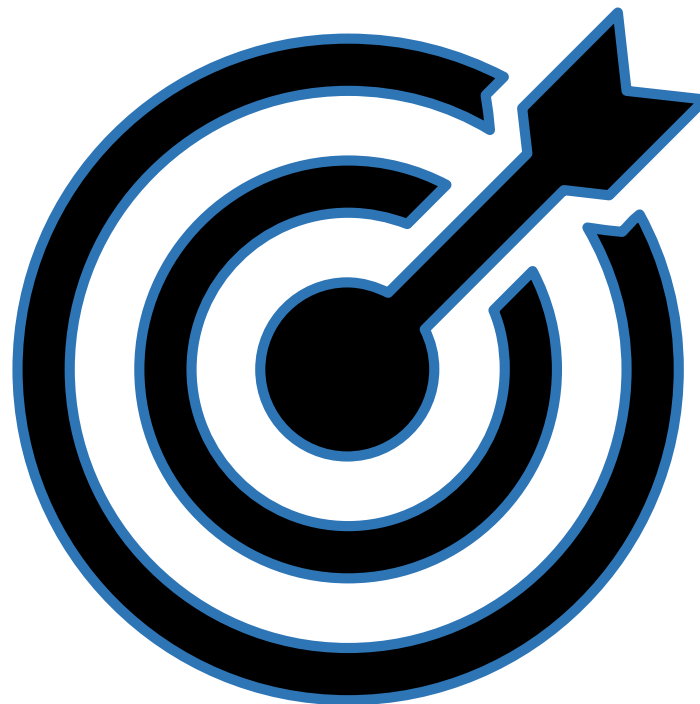
School Wide Professional Learning



District Wide Professional Learning

One-on-One Targeted Coaching Support

- Building Capacity.
- Structure of targeted coaching.
 - Building the relationship
 - Planning
 - Implementing the plan
 - Observations and reflection





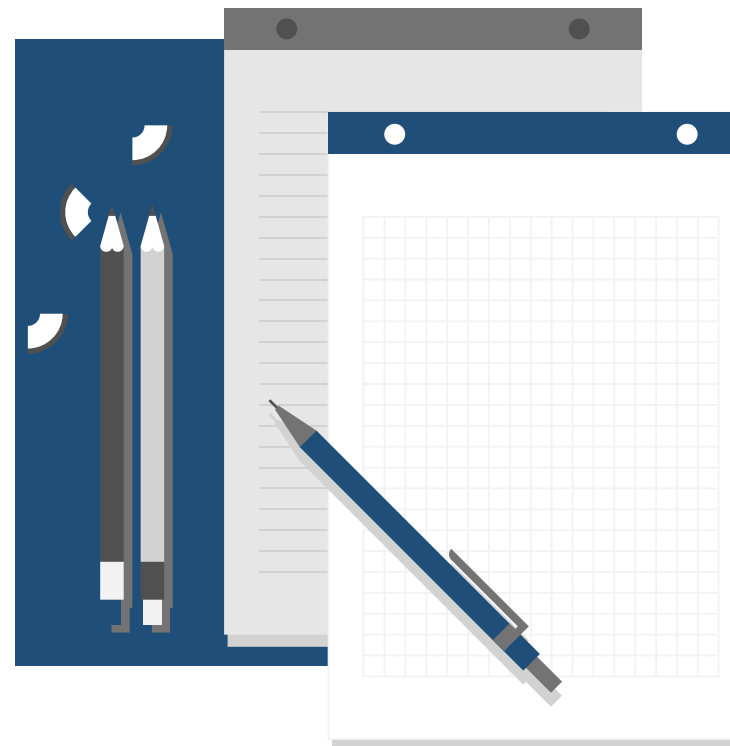
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Professional Learning Events



Regional Civics Professional Learning Events

- Eight regional events throughout Florida.
- One-day workshops focus on middle school benchmarks, content and instructional strategies.
- One session dedicated to assessing benchmark proficiency and review strategies.
- Travel support provided to participants.



Capitol Complex Immersion Experience

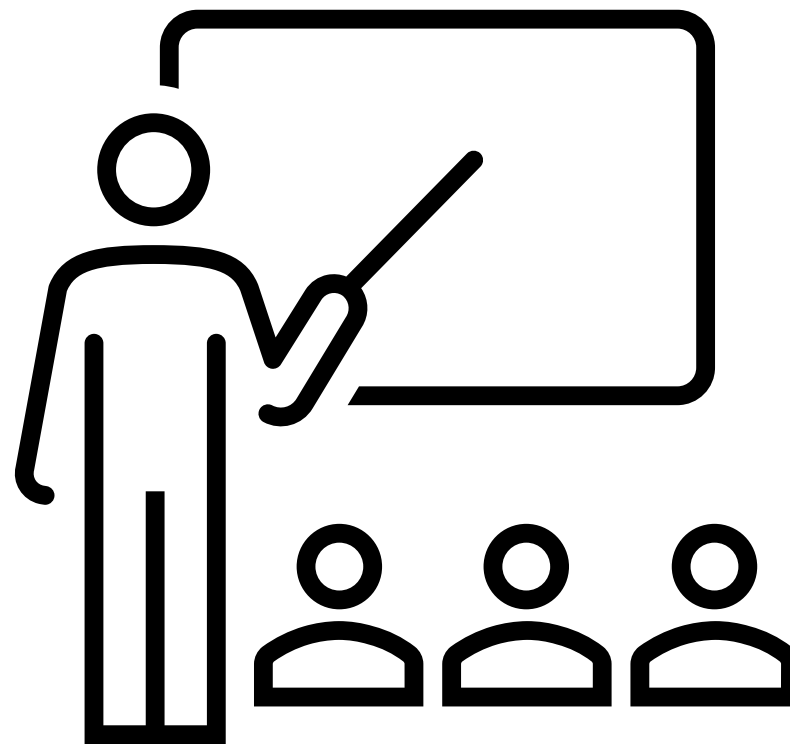


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- March and April 2025.
- Immersive experience for civics teachers
 - Explore the functions and history of our state government.
 - Participate in collaborative learning experiences.
- Four 3-day workshops.
 - 50 spots available per event.
- Each selected participant will receive a stipend to assist with travel costs.

Summer Professional Learning

- July 14-17 and July 21-24
- 2 Locations: TBD North and South Florida
- K-12 educators
 - K-5 Track
 - 6-8 Track
 - 9-12 Track
 - Leadership Track





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Civics and Government Resources



Resources Available

Civics Literacy Directors and Coaches

CivicsLiteracy.ORG

Middle School Civics and Government Instructional Guide

Civics Seal of Excellence

Grades K-12 Civics Curriculum

Grades K-12 Integrated Civics Curriculum

Florida Civics Website

← → ↻ civicsliteracy.org ☆ T ⋮



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Explore Civics Resources

Browse resources and refine your search using the tools below.

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Find Resources Related To Standards

Click 'Search Standards' to browse Florida's civics and government academic state standards.

[Search Standards](#)

The Civics Seal Of Excellence



- 50+ hour course offering foundational knowledge spanning from Colonial America through present day.
- 53 expert scholars providing virtual lectures, primary source readings and reflection-based activities.
- In 2023, 18,537 educators completed the course.
- In September 2024, new cohorts opened and approximately 2,800 teachers have registered and filled seats.



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Required Instruction



Upcoming Required Instruction and Observations

- March 25th – Medal of Honor Day (Section 1003.42, Florida Statutes)

“In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans’ Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.”




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Vertical Alignment of the Civics and Government Benchmarks

Progression of Citizenship Throughout the Benchmarks



SS.2.CG.2.1 Explain what it means to be a United States citizen.



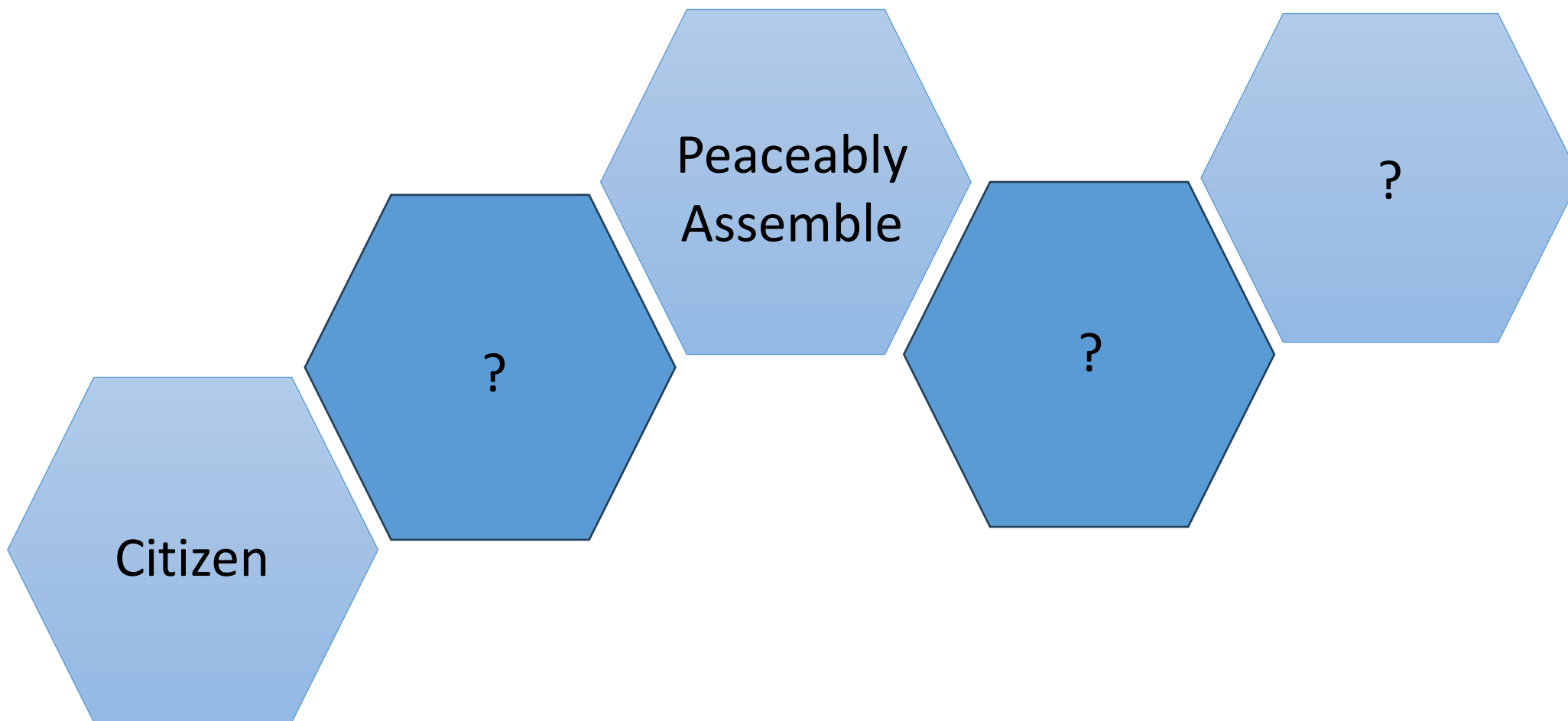
SS.7.CG.2.2 Differentiate between obligations and responsibilities of United States citizenship and evaluate their impact on society.



SS.912.CG.2.7 Analyze the impact of civic engagement as a means of preserving or reforming institutions.



Hexagonal Thinking





Hexagonal Thinking

Term	Grade band	Term	Grade band
Citizen	Kindergarten	Anti-Federalist	Grade 5
Government	Kindergarten	Democratic Principles	Grade 6
Rights	Grade 1	Baron Charles de Montesquieu	Grade 7
Declaration of Independence	Grade 2	Capitalism	Grade 7
United States Constitution	Grade 2	Suffrage	Grade 8
Voting	Grade 3	National Sovereignty	Grades 9-12
Court	Grade 4	Civic Engagement	Grades 9-12
Taxation	Grade 4		
Bill of Rights	Grade 5		





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Incorporating Civics and Government in Other Content Areas



Using the English Language Arts Benchmarks for Excellent Thinking (B.E.S.T.) Reading List Examples

- Grade One: *George Washington* by Philip Abraham
 - Aligned Benchmarks:
 - SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.
 - SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.
- Grade Three: *Abraham Lincoln: A Life of Honesty* by Tonya Leslie
 - Aligned Benchmarks:
 - SS.3.CG.2.1 Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.
- Grade Five: *SHH! We're Writing the Constitution* by Jean Fritz
 - Aligned Benchmarks:
 - SS.5.CG.1.2: Explain how and why the U.S. government was created by the U.S. Constitution.
 - SS.5CG.1.4 Describe the history, meaning and significance of the Bill of Rights.



Integrating Civics into Math

CPAEMS | Civics Literacy Excellence Initiative

Spreading the Vote

Table 1
STATE GUBERNATORIAL GENERAL ELECTIONS
Election Years 1911–1929

Eligible Voters	Turnout	State	Percent Voting	Year
605	422.221	Kentucky	70%	1911
654	354.578	New Jersey	54%	1913
548	70.307	Virginia	13%	1913
628	439.511	Kentucky	70%	1915
585	89.183	Virginia	15%	1917
650	468.606	Kentucky	72%	1919
755	420.462	New Jersey	56%	1919
1,212	205.249	Virginia	17%	1921
1,333	662.322	Kentucky	50%	1923
1,914	904.670	New Jersey	47%	1925
1,253	144.970	Virginia	12%	1925
1,388	767.274	Kentucky	55%	1927
1,293	268.979	Virginia	21%	1929

Note. Figures are in the thousands.

The 19th Amendment to the United States Constitution was ratified in 1920 and effectively extended the right to vote to include American women, while previously only men over 18 years of age were eligible to vote (most Black men did not get the right to vote until after 1870). Although all women were granted the right to vote, many other obstacles such as poll taxes, local laws, and intimidation remained and continued to block people of color from voting.

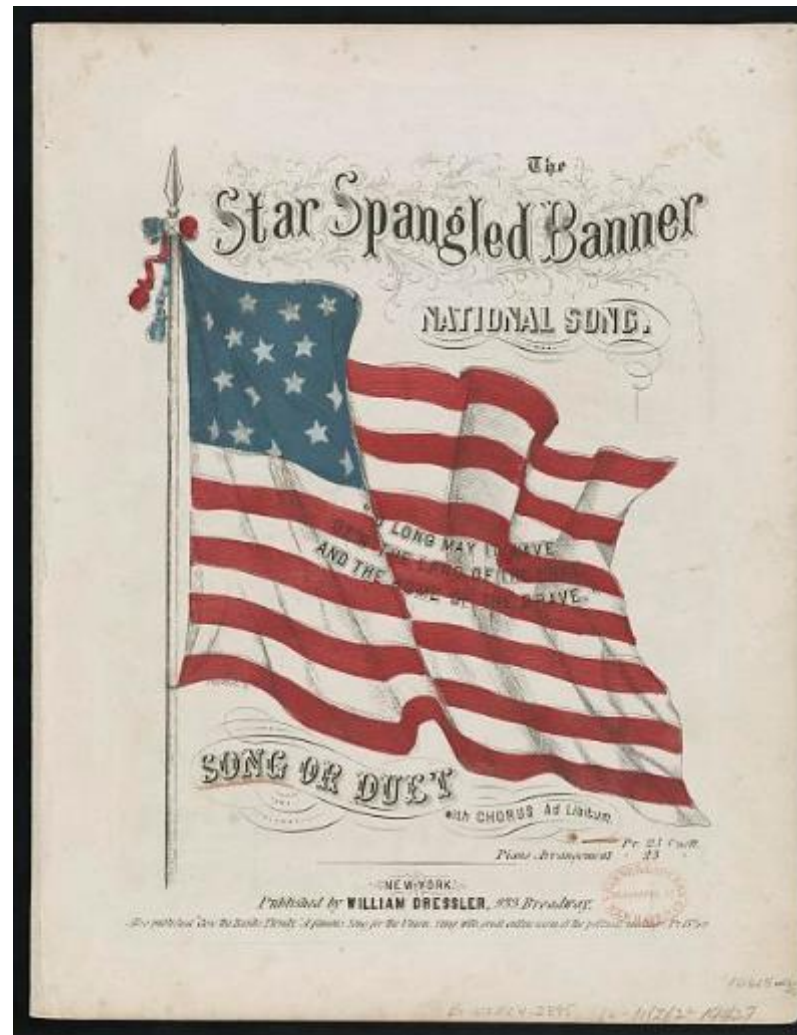
1. Look at Table 1 and compare voter turnout for gubernatorial elections in Kentucky, New Jersey, and Virginia before and after the ratification of the 19th Amendment in 1920. What do you notice and wonder?

- MA.8.DP.1.1 – Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.
- SS.8.CG.2.6 – Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.



Integrating Civics into the Arts

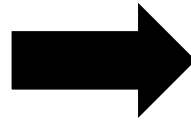
- SS.5.CG.2.6 Explain symbols and documents that represent the United States.
- VA.5.2.2 Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.



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Integrating Civics into Science

- SS.912.L.16.10 – Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.
- SS.912.CG.3.5 – Describe how regulatory agencies interact with the three branches of government and with citizens.



- Lesson Title: Who Regulates It?: The Government's Role in Biotechnology
- “Students will learn about some applications of various biotechnology advancements by reading a series of scenarios. They will evaluate some ethical, legal, and moral implications of biotechnology, including if or how it can be regulated by the government.”



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How Can We Support You?



Contact Us!

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We Want Your Feedback!

Access the Bureau of Standards and Instructional Support (BSIS) professional learning feedback survey using the QR code below.

