

ENDS 3: Civic Engagement

May 11, 2023

Students will live as responsible members of society.

Interpretation:

I interpret this goal to mean that every student currently enrolled in our education system is engaged in learning that allows them to understand what being a responsible member of society means and how this informs their choices on a daily basis.

Students will:

3.1 understand and respect the freedoms, rights and responsibilities of being an American citizen and participating in a representative democracy at the local, state and national levels;

I interpret this to mean that students learn about the freedoms, rights, responsibilities of being a United States citizen and gain an understanding of the connection to participation at local, state and national levels of a democratic society. Specifically, I interpret this to mean that students learn the history of the first people and their connection to the land that is now the United States, history of the construction of the United States of America and how and why the United States Constitution was developed. Students will learn the differences between state and federal rights and responsibilities, and how government was established through a checks and balances system. Students will learn how representation in a democratic society can be accessed, and how and when they can participate.

Evidence:

The Land Acknowledgement, developed in collaboration with the Snoqualmie and Duwamish tribes, supports the learning of all members of the ISD about the first people, and their connection to the land and water of the region. The practice of starting meetings and activities with the Land Acknowledgement supports this at all levels of learning. Liberty High School students created this video in 2021 to share information as to why this is important and how the Land Acknowledgement is a critical component of the curriculum of Since Time Immemorial.

[Liberty High School Students, Staff Share Land Acknowledgement Video](#)

ISD integrates Since Time Immemorial and additional lessons on first-peoples curriculum as indicated below. Highlights include:

- 2nd-5th grade: Starting local and building to the national story of First Peoples, students learn about First Peoples and their stewardship of the lands prior to the arrival of colonialists / settlers until modern times.
- 7th, 8th and 11th grade, students deepen their understanding of the story of First Peoples and related current events and issues.

The Issaquah School District follows the [recommended scope and sequence for social studies](#) provided by OSPI to ensure all students, including those entering and leaving ISD are provided a cohesive and comprehensive approach to the standards. The complete scope and sequence for Social Studies from 2nd to 12th grade is below. Students may

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elect to deepen their understanding of the principles of government through electives in Economics, Law and Society, Criminal Justice as examples.

The [state standards](#) for social studies guide the scope and sequence and are organized around the following components related to 3.1.

1. Civics, one of four disciplines within the Social Studies Standards, focuses on student understanding of government, law, politics, and decision-making at the local, state, national, tribal and international level.
2. History, another core discipline, focuses on applying knowledge of historical thinking, chronology, eras, turning points and major ideas including world religion to evaluate how history shapes the present and future.

In alignment with the state standards, ISD grounds our approach to students’ opportunity to learn about the freedoms, rights, responsibilities of being a United States citizen and gain an understanding of the connection to participation at local, state, and national levels of a democratic society by utilizing the following frameworks:

1. [The College, Career, and Civic Life \(C3\) Framework](#). This framework was designed to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.
2. Focus on inquiry – facilitating student engagement around compelling questions as they wrestle with big ideas of social studies and how they impact their lives today.
3. Diversity of perspective – understanding that the human story cannot be told from one perspective since lived experiences vary greatly and all lived experiences contribute to understanding the whole of society, government, economics, and history.

Note:

*During the 2021-22 school year the World History adoption team was initiated. Before being suspended, the team adjusted the scope and sequence to guide material selection. This new scope and sequence is being used to guide use of current adopted and supplemental materials.

** During 2021-22, SHS taught Civics primarily in 9th grade. SHS is currently transitioning to teaching Civics in 12th grade.

Elementary Grades: The current elementary social studies curriculum was implemented in the fall of 2018. This curriculum draws from a variety of resources to ensure the inclusion of diverse perspectives. Comprehensive information about social studies curriculum at all grades can be found here:

<https://www.isd411.org/academics/elementary-learning>.

The below chart shows where social patterns, government, economics, and history are taught through a student’s elementary years within the ISD.

SP = Social Patterns, G= Geography, GR = Government and World Religion, EC = Economics, H = History	SP	G	GR	EC	H
Kindergarten Rules and Identity: Students explore the various ways people interact with and act upon rules and laws in society. Then students investigate their own identity and how all humans have both unique and similar characteristics.					
First Grade					

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Our Family (Unit 1): Students explore what makes families around the world alike and different – understanding social structures and traditions.					
Our World (Unit 2, Geography): Students investigate maps, globes and books to find connections between different continents and the people living there.					
Our Wants and Needs (Unit 3): Students develop an understanding of needs and wants including exploration of cultural perception, the concept of goods and consumption, and the relative value of two or more goods or services.					
Second Grade:					
Community, Citizenship and Government (Unit 1): Students explore the traits or characteristics that represent responsible citizenship.					
Community Economics (Unit 2): Students employ economic concepts such as supply and demand as they attempt to provide goods and services that consumers want.					
Community History (Unit 3): Students explore short and long-term effects of the past on the present through examining the effect of settlement and industry on Indigenous People, and the environment, of the greater Issaquah area.					
Third Grade:					
Cultures of North America (Unit 1): Students expand their understandings of diverse cultures by looking at how cultures unify and divide peoples.					
Biography (Unit 2): Students study how notable Americans shape history using diverse non- fiction reading.					
Geography of North America (Unit 3): Students learn how the attributes of geography, weather and climate, cities and landmarks, resources and industry, ethnicity and cultures help define regions within the United States and make them desirable places to live.					
Fourth Grade:					
Washington Earliest Times (Unit 1): Students learn Washington’s physical geography in general and the relationship between Native American nations and their environments (pre- 1700).					
Exploration of Washington (Unit 2): Students examine the impact of exploration on Washington's environment, economy, settlement and the Indigenous people.					
Washington Today (Unit 3): Students study the various industries in Washington, their dependency on geography, and the role the different levels of government play in policy and decision making.					
Fifth Grade:					
US First People, Encounter and Colonization (Unit 1): Students investigate the reasons Europeans first came to North America, their impact on the Indigenous people, and how the development of trade affected the land and people.					

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US Revolution (Unit 2): Students study history, government, and economic concepts as they respond to England levying taxes on a wide range of goods and sending troops to America to keep order.					
US Constitution (Unit 3): Students explore government by looking at the historical roots of democracy in the United States through the Compelling Question, "How is our government of the people, by the people and for the people?"					

Secondary: The current secondary social studies curriculum adoption dates to the fall of 2014. Our curriculum was scheduled for review and new material selection in 2021-22. The selection process was put on hold due to budgetary constraints. It is recognized that current materials do not provide consistent access to the diverse perspectives on history, the economy and society to which we aspire, therefore our curriculum is frequently supplemented by teachers to accomplish learning from diverse perspectives as described in Ends, Executive Limitations and the state standards. To learn more our curriculum see the Social Studies web pages for [Middle](#) and [High](#) School or the linked scope and sequence documents below.

The below chart shows where social patterns, government, economics, and history are taught through a student’s secondary years within the ISD.

SP = Social Patterns G = Geography GR = Government and World Religions EC = Economics H = History	SP	G	GR	EC	H
6th grade: Ancient History (link to Scope and Sequence)	Interactions between societies, roots of civic involvement	Use of maps, world regions, movement	Forms of government	Production to consumption, supply and demand, money, taxation	Chronology, rise of civilization, primary sources
7th grade: Medieval History (link to Scope and Sequence)	Cultures and cultural groups	Human spatial patterns, Cultural diffusion	Comparative World Religions, Foreign Policy	Development of trade, modern economy	Rise of modern society
7th grade: Washington State History (link to Scope and Sequence)	Impact of technology	Use of maps to understand	Tribal treaties, state constitution	Production to consumption	Analyze from different cultural

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		issue or event		in Washington	perspectives, themes and development
8th grade: United States Through Industrialism (link to Scope and Sequence)	Analyze position (rights v common good)	Geographic context of global issues	Function and organization of US government, laws	Economic issues and problems all societies face	Multiple perspectives, roots of current events
9th-10th grade: World History* (link to Scope and Sequences 1,2,3 as revised during 2021-22 for 2022-23)	World cultures	Concept of location, region, movement and culture	Function of political systems and effects on individuals and societies, world cultures (including religion)	Analyze economic decision-making	Evaluate how history shapes present, evidence & multiple view points
11th grade: United States History (link to Scope and Sequence)	Civil Rights	Expansion in the US	Development of contemporary America	Colonization, imperialism, depression and New Deal	Research and critical analysis, evidence and support of multiple sources and texts
12th grade**: Civics (link to Scope and Sequence)	Liberties, Rights, Civic involvement		Branches of government		Analyze positions and consequences of positions on an issue or event

One way that students show proficiency in this content is the successful acquisition of credits. Below is a small sample of student achievement from the High School SIP Dashboard:

Social Studies	World H 1	World H 2	World H 3	US Hist A	US Hist B	Civics
	93.4%	88.7%	96.0%	92.3%	91.1%	93.4%

3.2 understand and apply ethical principles in all aspects of life;

I interpret this to mean students will learn ethical principles, develop a set of core values aligned with their identity to guide their actions and choices, and apply this knowledge and value set to their daily lives.

Evidence:

The Social Emotional Learning (SEL) lessons throughout the year support students learning about ethical principles and developing core values. The adopted SEL scope and sequence outlines a specific set of lessons, and schools can expand from this core set to include more lessons from Second Step in grades K-8 with available supplemental curriculum lessons available through Charter Strong at some schools. The scope and sequence is grounded in the [Washington K – 12 SEL Standards](#), [The Elementary pacing guide](#) and [ISD Middle School Second Step Scope and Sequence](#) show how the curriculum supports a developmentally appropriate and sequenced delivery of the curriculum.

Sample lessons on Accepting Differences, and Recognizing Other’s perspectives are below:

[Sample 3rd grade lesson](#)

[Sample 5th grade lesson](#)

[Sample 8th grade lesson](#)

High School SEL lessons were created and delivered across the high schools, and students at ACT participated in character building activities and individual reflections. A sample of the high school lesson is below:

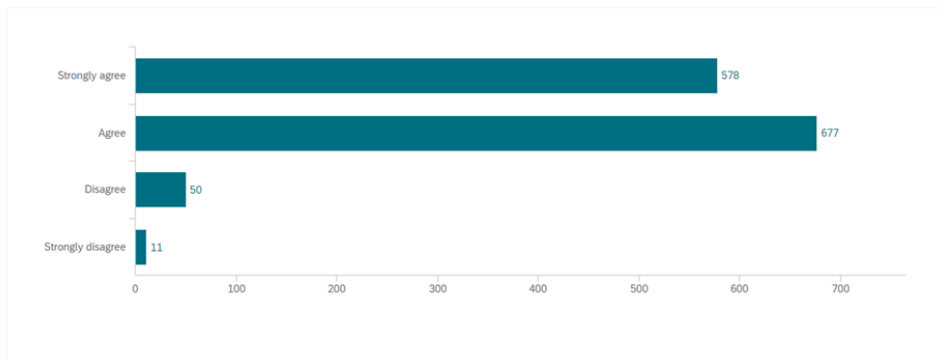
[HS Social Anxiety.pptx](#)

Expected behavior was communicated through the student handbooks and the PBSES Tier 1 school-wide positive behavior expectations and acknowledgement of students successfully meeting these expectations is evident in the development of school-wide acknowledgment systems.

Student surveys are evidence of self-reports to specific questions. Below are samples of student responses for the 21-22 school year in the theme of *develop a set of core values aligned with their identity to guide their actions and choices*.

4th grade panorama survey 21-22 (1316 respondents)

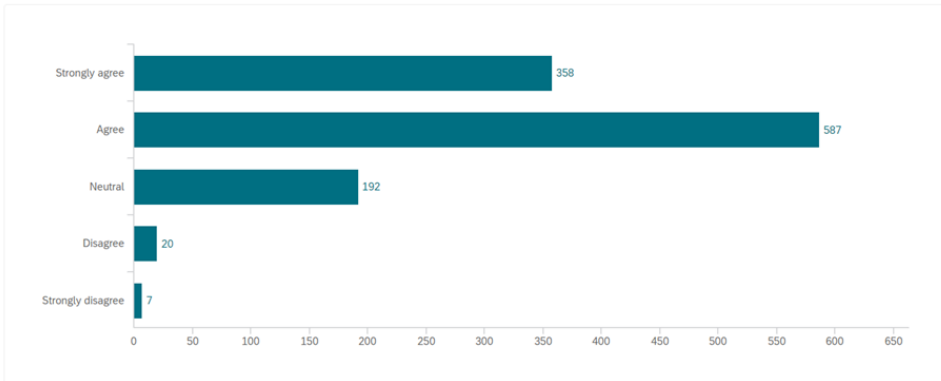
I am willing to listen to other people's opinions, but I make my own decisions.



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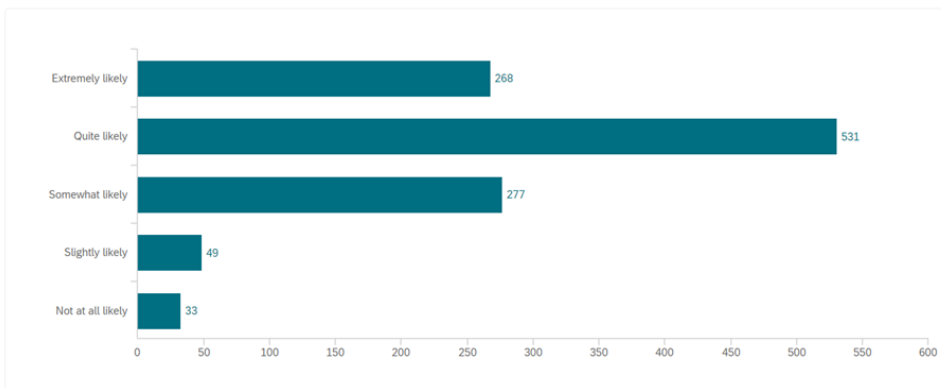
7th grade panorama survey 21-22 (1164 respondents)

I am always willing to consider other people's opinion, but I make my own decisions.



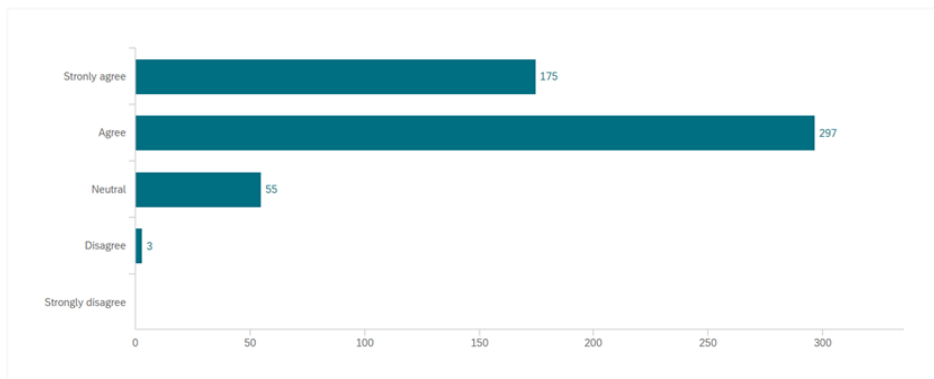
7th grade panorama survey 21-22 (1158 respondents)

How likely are you to stand on your principles when conflicts arise?



9th grade panorama survey 21-22 (530 respondents)

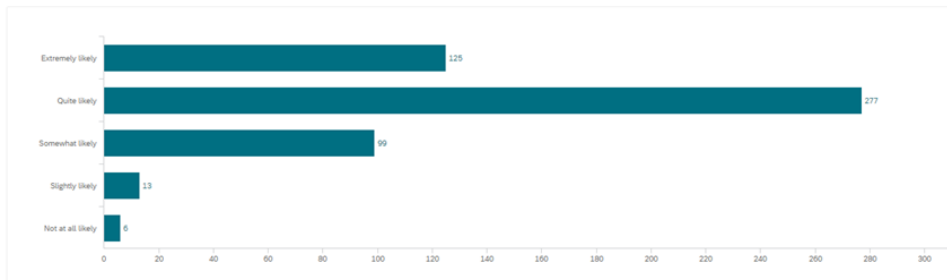
I am always willing to consider other people's opinion, but I make my own decisions.



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9th grade panorama survey 21-22 (520 respondents)

How likely are you to stand on your principles when conflicts arise?



3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;

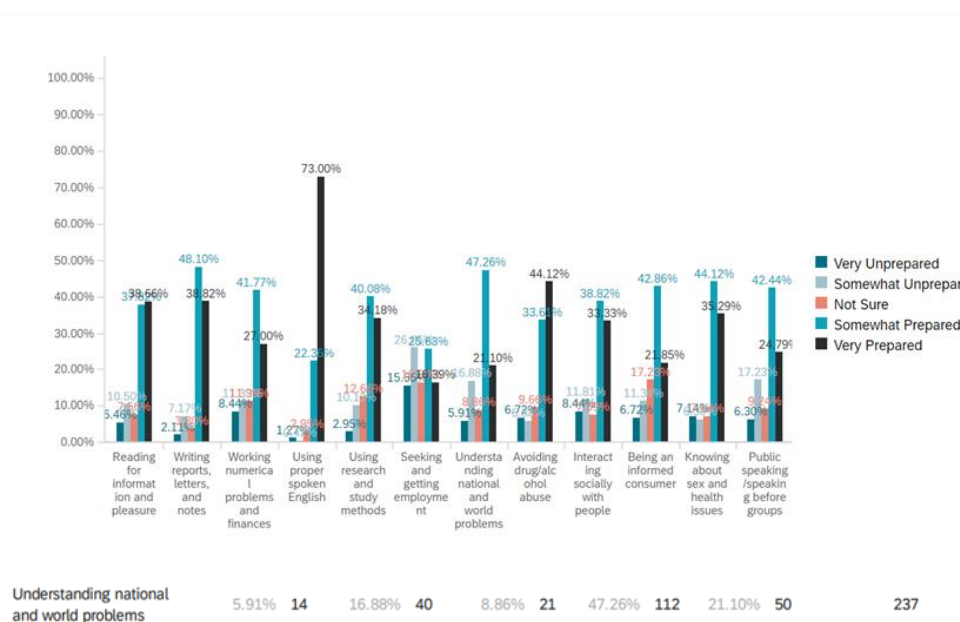
I interpret this to mean that students will be able to show their knowledge of global events and a global economy through analysis and evaluation of the implications and impact on their own community and lives.

In addition to the previously stated social studies standards, the ISD scope and sequence for social studies and the successful completion of social studies classes, specifically found in World History 3 and Civics, students explore global events and economics. World History 3 includes current events and Civics is designed to support students learning the skills and knowledge needed to be engaged citizens.

The post graduate survey for 2022 includes a question about being prepared to understand national and world problems, data reveals that 47.26% of the respondents reported feeling somewhat prepared and 21.1% of the respondents reported feeling very prepared.

Post graduate survey 2022

on graduation, how prepared did you feel in each of the following areas, regardless of where you acq...



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3.4 understand and respect diverse cultures;

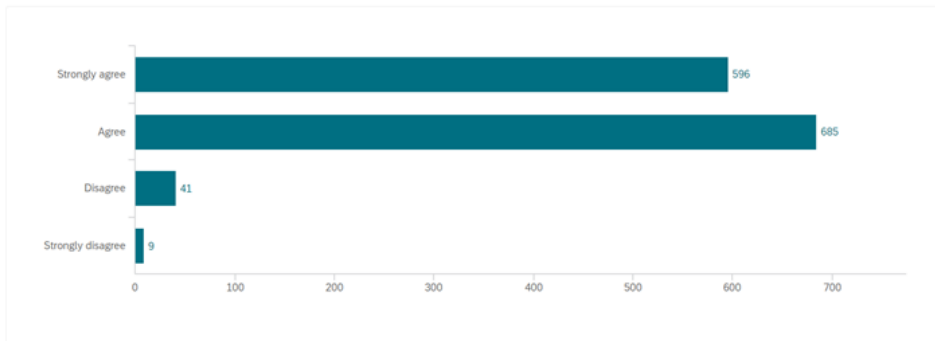
I interpret this to mean that our students will learn about, gain understanding of how and why other cultures are developed, acknowledge and honor differences and diversity, and recognize and affirm an individual's identity and cultural context.

Evidence:

In addition to the previously stated social studies standards, the ISD scope and sequence for social studies and the successful completion of social studies classes, students in the ISD learn about how and why other cultures are developed through core content throughout the grades. Data from the 2022 panorama surveys reveals that students respond positively that they respect ideas that are different from their own. As previously stated, the Since Time Immemorial curriculum and the Land Acknowledgement helps the ISD community of learners to honor differences and diversity. Data collected through the Healthy Youth Survey shows how student's self identify and the Second Step curriculum has lessons on student identity, as an example, please see the 8th grade lesson.

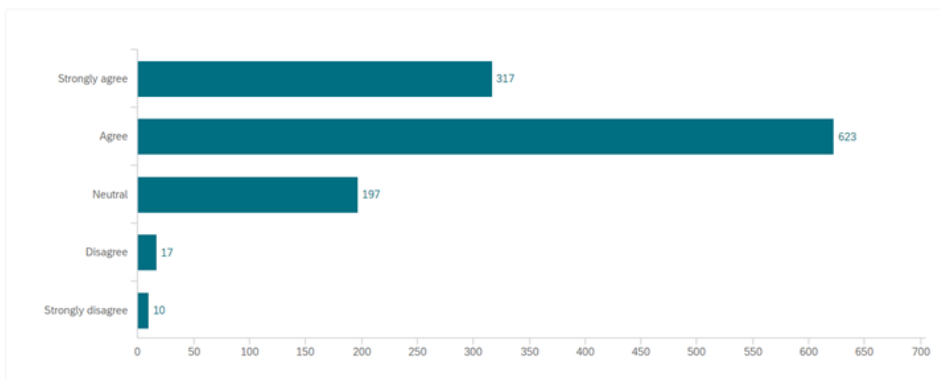
4th grade panorama survey

I respect ideas that are different than mine.



7th grade student survey 2022

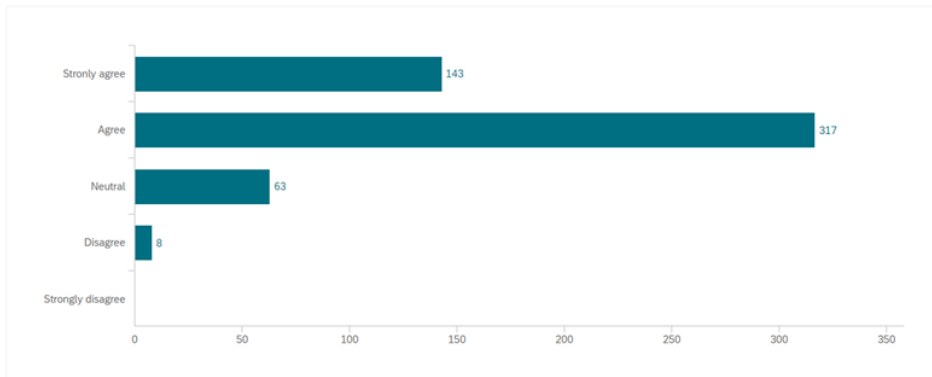
I appreciate others who have ideas that are different than mine.



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9th grade student survey 2022

I appreciate others who have ideas that are different than mine.



3.5 Understand appropriate, respectful, responsible and ethical use and impact of misuse of technology and social media;

I interpret this to mean that students will understand and analyze the impact or misuse of technology and social media so that they can protect themselves and others, and so that the benefits can be utilized based on ethics and positive contributions to learning and community. I further interpret this to mean that students specifically understand the impact of and connections between the misuse of social media on social emotional health and wellbeing.

Evidence:

The ISD has regulations on the expectations of the acceptable use of technology for all students. Regulation 2022 [K – 5 Responsible Use Agreement](#) and Regulation 2022 [6-12 Responsible Use agreement](#) illustrate what is expected behavior in regard to the safe and ethical use of technology. Students and parents are aware of and agree to these guidelines annually.

Middle school students were surveyed during the Spring of 2022 about their thoughts on digital citizenship and social media. 3804 students participated. The below responses indicate that less than 10% of students believe they have not been taught how to appropriately use technology in safe and ethical ways. Middle school students reported that 58% have access to social media and 42% do not have access to social media.

In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.

Grade Level	I agree	I disagree	Neither agree or disagree	Grand Total
6th Grade	75%	5%	20%	100%
7th Grade	70%	7%	23%	100%
8th Grade	69%	8%	23%	100%
Grand Total	71%	7%	22%	100%

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Do you use social media such as Instagram, Snapchat, TikTok?			
Grade Level	Yes	No, I do not have any social media accounts	Grand Total
6th Grade	48%	52%	100%
7th Grade	57%	43%	100%
8th Grade	71%	29%	100%
Grand Total	58%	42%	100%

Of the students who indicated they use social media, 81% felt they were very prepared or somewhat prepared to respond when they encounter negative or harmful comments on social media.

When using social media how prepared do you feel when you encounter negative or harmful comments?						
Grade Level	Very prepared	Somewhat prepared	Neither prepared nor unprepared	Somewhat unprepared	Very unprepared	Grand Total
6th Grade	42%	38%	17%	1%	2%	100%
7th Grade	48%	32%	16%	2%	2%	100%
8th Grade	48%	32%	15%	2%	2%	100%
Grand Total	47%	34%	16%	2%	2%	100%

When responding to the National Speak Up Survey in the spring of 2022, more than three-quarters of respondents felt they had good digital citizenship skills (question 15). When asked which life skills they thought are most important for their future, technology and digital citizenship was included by 64% of the responses (question 10). The full report from the Speak Up survey can be found on the [district website](#).

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15 **Which of these statements are true about your use of online and digital tools?**

Response	# of Responses	% of Responses	State %	National %
I have good digital citizenship skills	1454	78	78	61
I have stronger personal relationships because of my use of social media	775	42	42	42
I know how to be safe when I am online	1618	87	87	76
I know how to detect bias or opinions in the information that I read online	1358	73	73	56
I know how to evaluate the accuracy of information I find online	1271	68	68	54
I am a better student when I can use online and digital tools to support my learning.	1027	55	55	48
I use technology more outside of school than I do when I am at school	1134	61	61	55
Knowing how to use technology effectively is an important skill that will help me in the future	1323	71	71	58
Sometimes I cannot do schoolwork because I don't have access to the Internet outside of school	283	15	15	19
The skills I am learning on my own outside of school are important for my future	1154	62	62	51

The Healthy Youth Survey was conducted during the Fall of 2021. Full report from Healthy Youth Survey is on the [district website](#).

Approximately 10% of students in grades 8, 10 and 12 that bullying through social media exists and approximately 74% of the same students report they know how to report bullying on social media when it occurs.

	8th grade	10th grade	12th grade
	1,295 respondents	1,227 respondents	752 respondents
Bullied through social media	9%	9%	12%
Received sexual photos or videos	10%	18%	19%
Knows how to report bullying	81%	70%	71%

3.6 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;

I interpret this to mean that students are learning about sustainability and how its impact on the environment and climate change are affected by human behavior. I further interpret this to mean that our students learn about the local history of land and how it became occupied, and the ways they can individually curb human impacts on the environment and climate change. This includes strategies to reduce, reuse and recycle, policies and behaviors that lead to future generations being able to continue to work toward sustainability.

Evidence:

The [King County Green Schools Program](#) creates opportunities for students and school teams to learn about resource conservation and sustainability, to initiate and expand waste reduction and recycling practices and is

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designed to involve the entire school community with attention to cultural differences, equity and social justice. The ISD has a commitment to operate environmentally efficient and responsible facilities. Seven ISD elementary schools were awarded “Sustaining Green Schools status for sustaining their Level One, Two and Three practices and completing an additional conservation action or education strategy. These schools are Cascade Ridge, Clark, Creekside Endeavor, Maple Hills, Newcastle and Sunny Hills Elementary Schools. Four elementary and one middle school were awarded the Student Green Team Recognition for their activities for sustainability. These schools were Cascade Ridge, Creekside, Endeavor, Maple Hills elementary schools and Issaquah Middle School.

As examples of student led sustainability activities:

The 5th grade student team at Maple Hills Elementary school led “teach-ins” in kindergarten classes to promote conservation actions. The student team used old, torn, stained clothes to make canvas bags with handles, thus creating something useful from unwanted items.

Pine Lake Middle School initiated a solar panel project. News release below.

[Pine Lake MS, Puget Sound Energy 'Go Green' with Solar Panel Project | News Article \(isd411.org\)](#)

Gibson Ek students established a recognized community garden to benefit the local food bank. A video of the project was featured at the [Spotlight at the Recipe for Hope](#) fundraiser last year.

Several schools have campaigned for water bottle filling stations, including Beaver Lake Middle School, Pacific Cascade Middle School, Skyline High School and Maple Hills as examples. These are all examples of how students are engaged in leading the work of supporting sustainability, encouraging other students to join in efforts both large and small, and modeling behaviors that highlight how sustainability actions today support future generations of ISD students.

3.7 recognize how their personal and collective actions impact the greater community.

I interpret this to mean that students will learn and apply the skills of social engagement, make choices within any group or team, and understand their actions and decisions reflect their possible impact on others and the greater community. I further interpret this to mean that students have opportunities to reflect when their actions, choices or decisions have led to unintended consequences and learn how this could be addressed, mitigated and done differently if given the opportunity. Students will learn how to restore and navigate resolution in such instances.

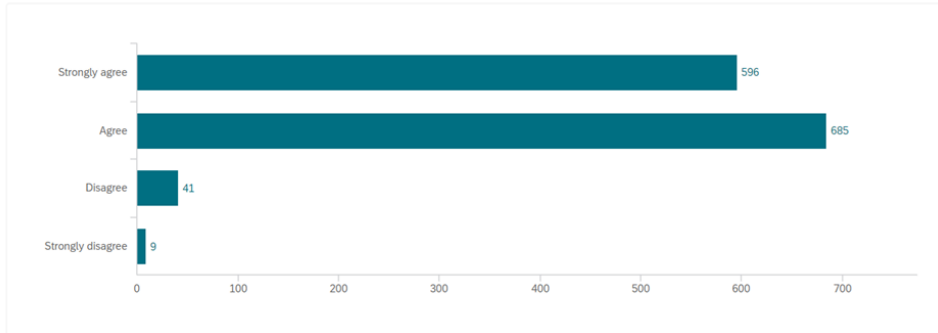
Evidence:

The start of the 21-22 school year included some remaining COVID 19 mitigation elements, and schools worked to prepare students to accept individual student choices on how each student was to be given the opportunity to wear a mask or not, and that each choice was to be honored. In the 21-22 Healthy Youth Survey, 86% of the students reported they felt safe at school. The panorama student survey questions around respecting others and their point of view is indicative that at grades 4, 7 and 9, students largely answer neutral, agree, or strongly agree that they appreciate others who have different ideas. Specific data tables are below:

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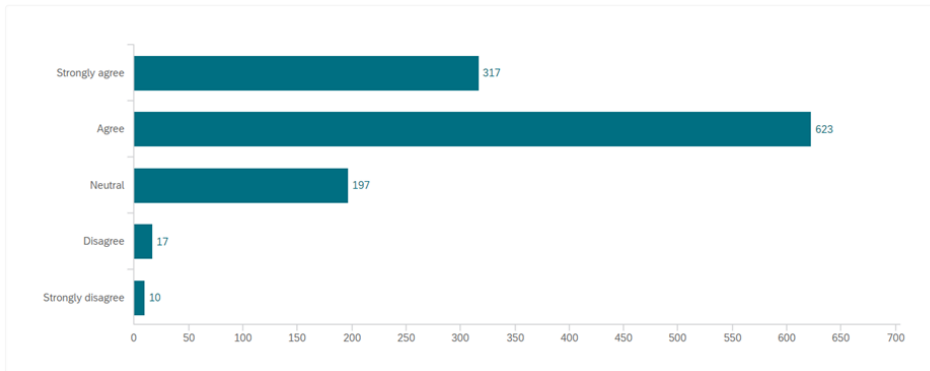
4th grade student survey data from 21-22

I respect ideas that are different than mine.



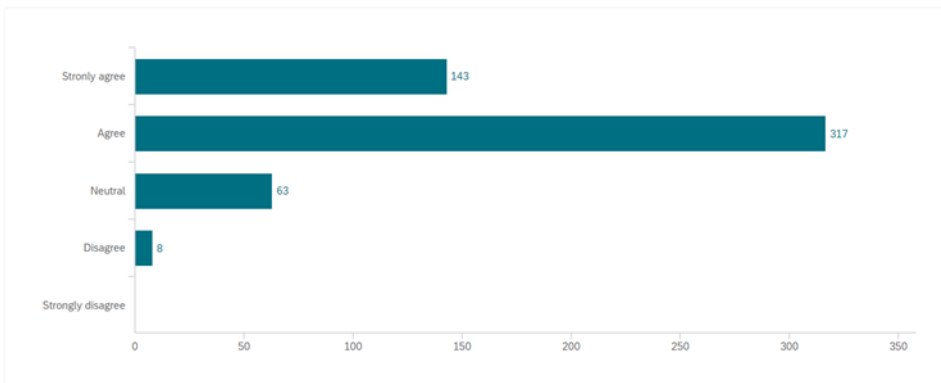
7th grade student survey data from 21-22

I appreciate others who have ideas that are different than mine.



9th grade student survey data from 21-22

I appreciate others who have ideas that are different than mine.

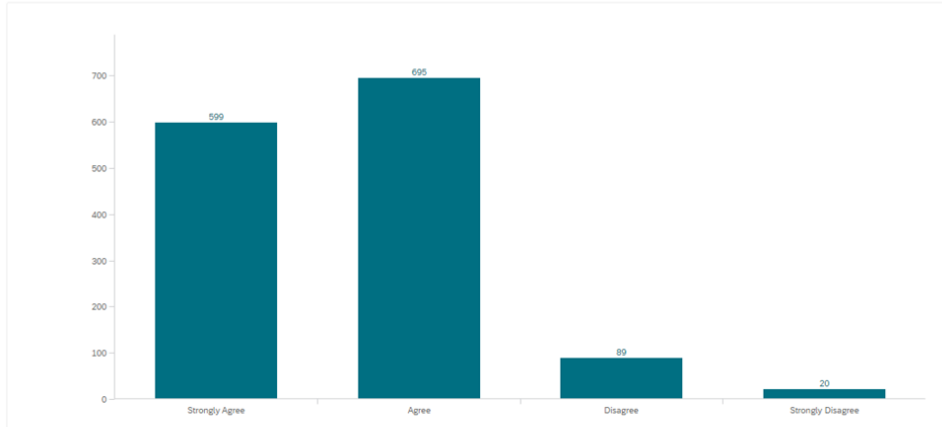


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When asked about their impact on their community, students in 5th and 7th grades responded positively, that predominately believe they will make a positive impact on our community.

5th grade exit survey from 21-22

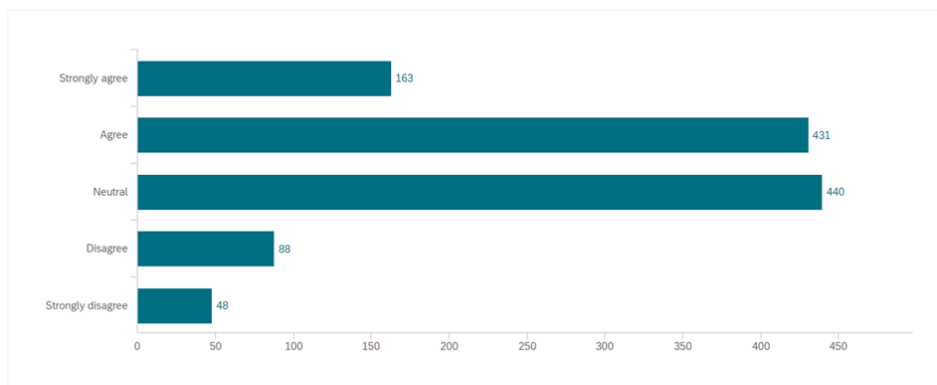
Q10 - My experience in this school has taught me the value of being kind to others and helpful in my school community.



#	Field	Choice Count
1	Strongly Agree	42.69% 599
2	Agree	49.54% 695
3	Disagree	6.34% 89
4	Strongly Disagree	1.43% 20
		1403

7th grade student survey data from 21-22

I believe that I will have an impact in my community.



Capacity Building

- Board work around tolerance of differences definition

Board Approval: