

## ENDS 3: Civic Engagement

~~May 11, 2023~~ April 7, 2022

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.

- ~~• We interpret “students” to mean each student in our Pre-K-12 system.~~
- ~~• We interpret “live as responsible members of society” to mean that current students:~~
  - ~~1. Will conduct themselves in a manner that reflects community values, respects diverse individuals and aligns with the behavior expectations outlined in state law and District and school behavior policies; and~~
  - ~~2. Demonstrate knowledge, application, and proficiency in their studies of American society and cultural, global, and environmental awareness in classes that have standard curricula that specifically align with this End.~~

~~**Reasonable progress:** We have confidence that students are meeting the targets of Ends 3 when they participate in our Pre-K-12 educational program and show successful adherence to behavior expectations and apply learning from required citizenship courses. Therefore, the monitoring report will show students are living as responsible members of society and are conducting themselves in a manner that reflects community values, respects diverse individuals, adheres to ethical principles and is in line with state and district behavior policies and expectations. In addition, students will demonstrate environmental awareness and their contributions towards appropriate stewardship. Student progress in the areas of successful adherence to behavioral expectations and applied learning from Social Studies courses was disrupted by the ordered closure of all public schools as a result of the COVID-19 pandemic.~~

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.

- ~~• We interpret “understand and respect” to mean knowledge of and appreciation for.~~
- ~~• We interpret “freedoms, rights, and responsibilities of being an American citizen” to mean the ideals and rules as defined in the United States Constitution, state law, district regulations, and student handbook.~~

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- We interpret “*participate in a representative democracy*” to mean to engage in activities that reflect the rules and norms of American society.

### **Evidence:**

Evidence: 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 2<sup>nd</sup> to 12<sup>th</sup> grade is below. Students may elect to deepen their understanding of the principles of government through electives in Economics, Law and Society, Criminal Justice as examples.

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 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.

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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.

<u>SP = Social Patterns, G= Geography, GR = Government and World Religion, EC = Economics, H = History</u>	<u>SP</u>	<u>G</u>	<u>GR</u>	<u>EC</u>	<u>H</u>
<u><b>Kindergarten</b></u>					
<u>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.</u>					
<u><b>First Grade</b></u>					
<u>Our Family (Unit 1): Students explore what makes families around the world alike and different – understanding social structures and traditions.</u>					
<u>Our World (Unit 2, Geography): Students investigate maps, globes and books to find connections between different continents and the people living there.</u>					
<u>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.</u>					
<u><b>Second Grade:</b></u>					
<u>Community, Citizenship and Government (Unit 1): Students explore the traits or characteristics that represent responsible citizenship.</u>					
<u>Community Economics (Unit 2): Students employ economic concepts such as supply and demand as they attempt to provide goods and services that consumers want.</u>					
<u>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.</u>					

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<b><u>Third Grade:</u></b>					
<u>Cultures of North America (Unit 1): Students expand their understandings of diverse cultures by looking at how cultures unify and divide peoples.</u>					
<u>Biography (Unit 2): Students study how notable Americans shape history using diverse non- fiction reading.</u>					
<u>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.</u>					
<b><u>Fourth Grade:</u></b>					
<u>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).</u>					
<u>Exploration of Washington (Unit 2): Students examine the impact of exploration on Washington's environment, economy, settlement and the Indigenous people.</u>					
<u>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.</u>					
<b><u>Fifth Grade:</u></b>					
<u>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.</u>					
<u>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.</u>					
<u>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?”</u>					

**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.

<u>SP = Social Patterns</u>	<b><u>SP</u></b>	<b><u>G</u></b>	<b><u>GR</u></b>	<b><u>EC</u></b>	<b><u>H</u></b>
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<p><u>G = Geography</u></p> <p><u>GR = Government and World Religions</u></p> <p><u>EC = Economics</u></p> <p><u>H = History</u></p>					
<p><u>6th grade: Ancient History</u> <u>(link to Scope and Sequence)</u></p>	<p><u>Interactions between societies, roots of civic involvement</u></p>	<p><u>Use of maps, world regions, movement</u></p>	<p><u>Forms of government</u></p>	<p><u>Production to consumption, supply and demand, money, taxation</u></p>	<p><u>Chronology, rise of civilization, primary sources</u></p>
<p><u>7th grade: Medieval History (link to Scope and Sequence)</u></p>	<p><u>Cultures and cultural groups</u></p>	<p><u>Human spatial patterns, Cultural diffusion</u></p>	<p><u>Comparative World Religions, Foreign Policy</u></p>	<p><u>Development of trade, modern economy</u></p>	<p><u>Rise of modern society</u></p>
<p><u>7th grade: Washington State History (link to Scope and Sequence)</u></p>	<p><u>Impact of technology</u></p>	<p><u>Use of maps to understand issue or event</u></p>	<p><u>Tribal treaties, state constitution</u></p>	<p><u>Production to consumption in Washington</u></p>	<p><u>Analyze from different cultural perspectives, themes and development</u></p>
<p><u>8th grade: United States Through Industrialism (link to Scope and Sequence)</u></p>	<p><u>Analyze position (rights v common good)</u></p>	<p><u>Geographic context of global issues</u></p>	<p><u>Function and organization of US government, laws</u></p>	<p><u>Economic issues and problems all societies face</u></p>	<p><u>Multiple perspectives, roots of current events</u></p>
<p><u>9th-10th grade: World History* (link to Scope and Sequences 1,2,3 as revised during 2021-22 for 2022-23)</u></p>	<p><u>World cultures</u></p>	<p><u>Concept of location, region, movement and culture</u></p>	<p><u>Function of political systems and effects on individuals and societies, world cultures (including religion)</u></p>	<p><u>Analyze economic decision-making</u></p>	<p><u>Evaluate how history shapes present, evidence &amp; multiple view points</u></p>

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<a href="#">11th grade: United States History (link to Scope and Sequence)</a>	<a href="#">Civil Rights</a>	<a href="#">Expansion in the US</a>	<a href="#">Development of contemporary America</a>	<a href="#">Colonization, imperialism, depression and New Deal</a>	<a href="#">Research and critical analysis, evidence and support of multiple sources and texts</a>
<a href="#">12th grade**: Civics (link to Scope and Sequence)</a>	<a href="#">Liberties, Rights, Civic involvement</a>		<a href="#">Branches of government</a>		<a href="#">Analyze positions and consequences of positions on an issue or event</a>

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:

<a href="#">Social Studies</a>	<a href="#">World H 1</a>	<a href="#">World H 2</a>	<a href="#">World H 3</a>	<a href="#">US Hist A</a>	<a href="#">US Hist B</a>	<a href="#">Civics</a>
	<a href="#">93.4%</a>	<a href="#">88.7%</a>	<a href="#">96.0%</a>	<a href="#">92.3%</a>	<a href="#">91.1%</a>	<a href="#">93.4%</a>

**State Standards Alignments**

~~Rationale: Our Scope and Sequence documents, curriculum and instruction reflect alignment with understanding responsibilities of American membership in society and participation in a democracy.~~

- ~~• Social Studies Curriculum— Social Studies provides exploration and explicit instruction on democracy and rights and responsibilities of citizens and members of the community. The following Scope and Sequence documents provide examples:
 
  - ~~○ 2<sup>nd</sup> Grade SS Scope & Sequence~~
  - ~~○ 5<sup>th</sup> Grade SS Scope & Sequence~~
  - ~~○ 8th Grade US History (US History is taught again in 11th grade)~~
  - ~~○ Civics~~~~
- ~~• OSPI Social Studies Learning Standards~~
- ~~• Diversity Unit in World History I Unit Outline. This unit was developed to frontload HS social studies with to develop a diversity lens on history.~~
- ~~• Common Assessments for World History 1 and Civics~~

**Proficiency**

~~Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.~~

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### Graduation Rate Source: OSPI Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2013	92.9	94.3
Class of 2014	92.0	93.4
Class of 2015	92.0	93.7
Class of 2016	92.0	94.4
Class of 2017	92.7	94.0
Class of 2018	91.8	93.6
Class of 2019	93.2	96.3
Class of 2020	95.6	
Class of 2021	95.9	

### **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.

- We interpret “*understand and apply*” to mean acquiring knowledge and demonstrating and transferring this knowledge.
- We interpret “*ethical principles*” to mean right and wrong as defined in the Constitution, state law, board policy, district regulation, and student handbook.
- We interpret “*all aspects of life*” to mean interactions in the school, home, and both local and global communities.

### **Evidence:**

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 3<sup>rd</sup> grade lesson](#)

[Sample 5<sup>th</sup> grade lesson](#)

[Sample 8<sup>th</sup> 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](#)

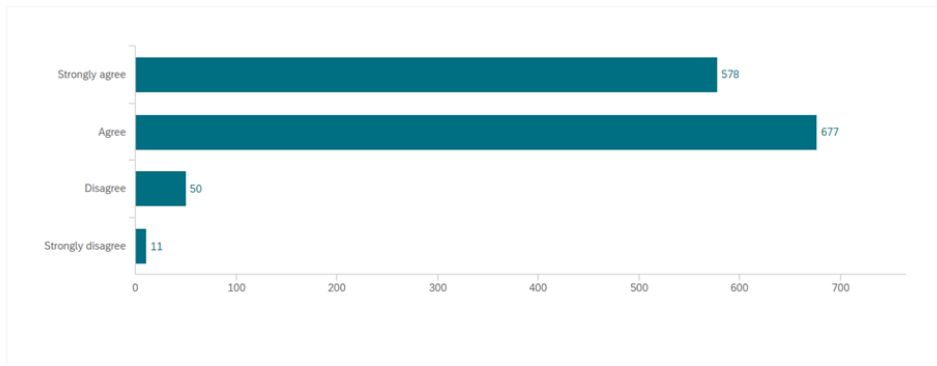
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Expected behavior was communicated through the student handbooks and the PBSES Tier 1 school-wide positive behavior expectations and acknowledgement of students successfully meeting these expectations is evident in the development of school-wide acknowledgment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

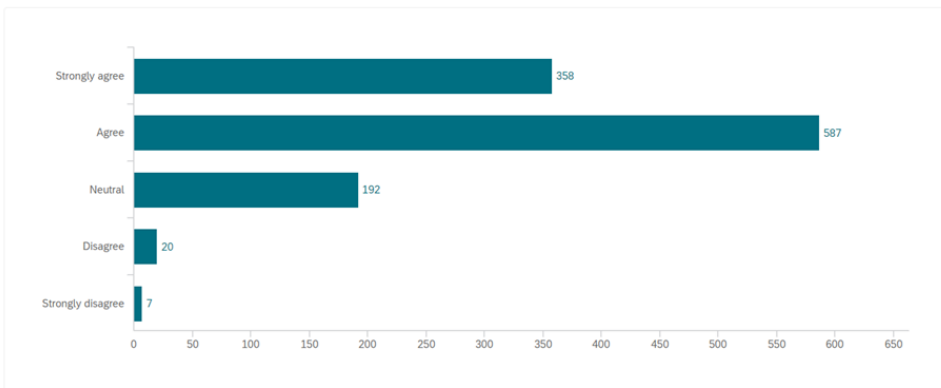
#### 4<sup>th</sup> grade panorama survey 21-22 (1316 respondents)

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



#### 7<sup>th</sup> grade panorama survey 21-22 (1164 respondents)

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

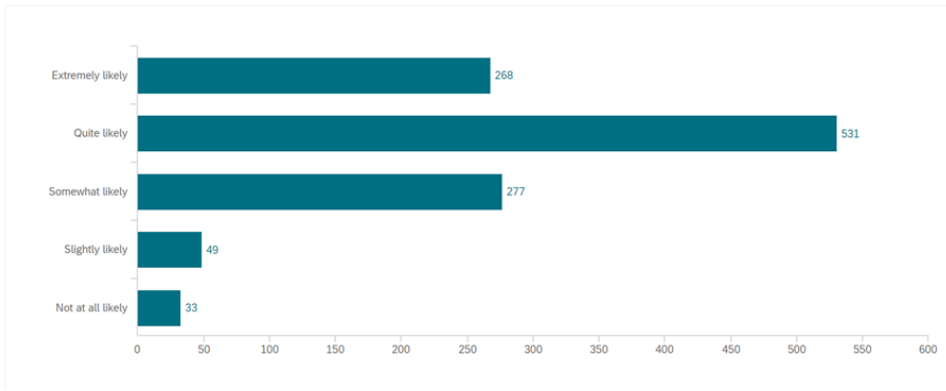


#### 7<sup>th</sup> grade panorama survey 21-22 (1158 respondents)



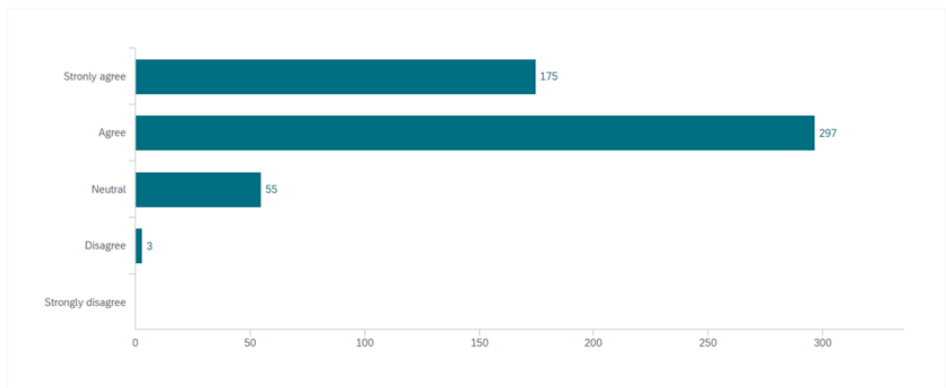
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How likely are you to stand on your principles when conflicts arise?



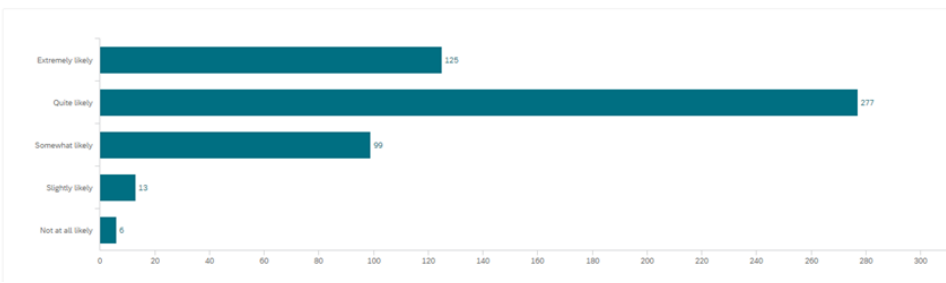
### 9<sup>th</sup> grade panorama survey 21-22 (530 respondents)

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



### 9<sup>th</sup> grade panorama survey 21-22 (520 respondents)

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



### Adherence to ISD Behavioral Expectations

~~Rationale: When students meet behavioral expectations in ISD student handbooks they are demonstrating the application of ethical principles.~~

- ~~● ISD Student Handbook Example: Maywood Middle School Replace with updated handbook~~
- ~~● Briarwood Elementary Code of Conduct~~
- ~~● Attendance Rates :~~

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- ~~ISD Student Information Systems reported that the OSPI Unexcused Student Absences application has not been updated for the 2019-20 school year.~~
- ~~Discipline Data for Cheating—The partially remote nature of the 2020-21 school year lead to uneven data collection around cheating in both the Skyward and SWIS systems. See [EL-11 Discipline Sept. 2021](#) for other areas of discipline data collection.~~
- ~~Healthy Youth Survey
  - ~~[Healthy Youth Survey—ISD webpage](#)~~
  - ~~[HYS Students Who Report Skipping School](#)~~~~
- ~~Implementation of PBSES: this includes common behavior expectations, intentionally taught and reinforced school-wide and in classrooms K-8
  - ~~[PBSES ISD Webpage](#)~~~~
- ~~Implementation of [K-8 SEL curriculum](#)~~

### Proficiency

~~Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.~~

- ~~Graduation rate reflects minimum percentage of students demonstrating successful adherence to these behavioral expectations (See 3.1)~~
- ~~Principals are credentialed and receive annual training regarding student discipline~~

### ***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.](#)

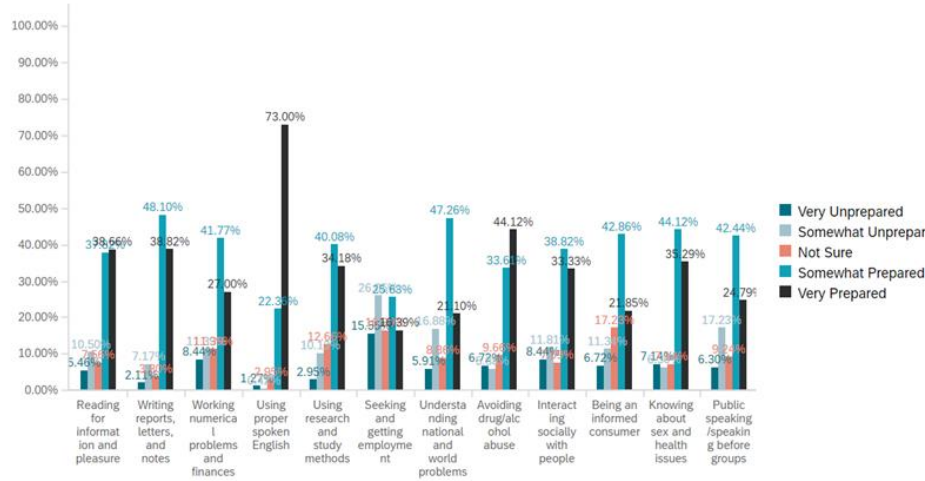
[In addition to the previously stated social studies standards, the ISD scope and sequence for social studies and the successful completion of social studies classes, specifically found in World History 3 and Civics, students explore global events and economics. World History 3 includes current events 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](#)

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



Understanding national and world problems	5.91%	14	16.88%	40	8.86%	21	47.26%	112	21.10%	50	237
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- We interpret “*awareness of global events*” to mean knowledge of a larger community outside of school, city, county, state, and nation.
- We interpret “*economics*” to mean value of goods and services and how they contribute to a civil society.
- We interpret “*local communities*” to mean all entities that reside within the school district.
- We interpret “*personal lives*” to mean each student’s individual experiences and relationships.

### Evidence

**Rationale:** Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which address global events and economics. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity. Senior post-graduation survey data is used to monitor students’ perception of their knowledge of global and economic events.

- Our Social Studies curriculum embeds awareness of current and global events, learning about the economy (micro and macro) and the connection to our lives and the development of society. In addition to the courses listed above, especially Civics and US History, the 4<sup>th</sup> grade course illustrates how Washington History addresses the economy and interdependence.
  - 4<sup>th</sup> grade Social Studies Scope and Sequence
- Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1)
- Post-Graduation Survey Data—survey sent to 2020 Graduates in March 2021
  - Post-Graduation Survey: Understanding National/World Problems and Issues—Post-Graduation Survey

### 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.

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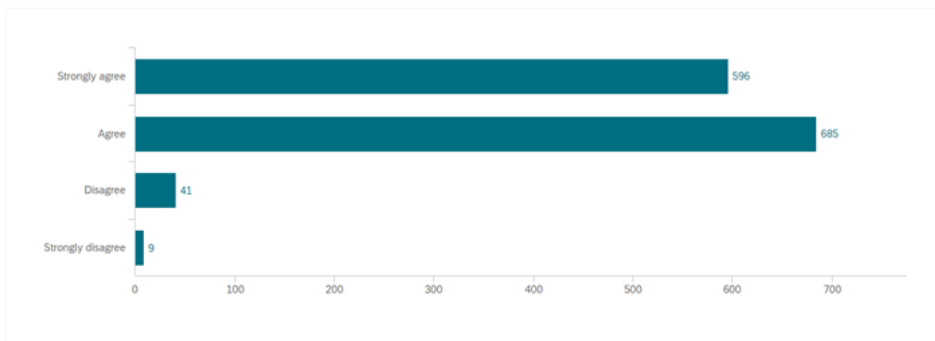
- We interpret “*understand*” as having knowledge and comprehension of.
- We interpret “*respect*” as acting in a way that honors a person’s rights and cultural context.
- We interpret “*diverse cultures*” to mean history, beliefs and behaviors of peoples throughout our schools, community, and the world.

#### 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 8<sup>th</sup> grade lesson.

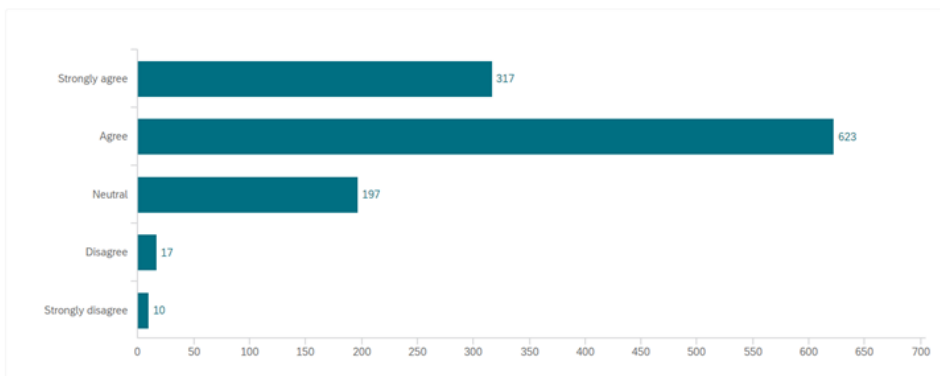
#### 4<sup>th</sup> grade panorama survey

I respect ideas that are different than mine.



#### 7<sup>th</sup> grade student survey 2022

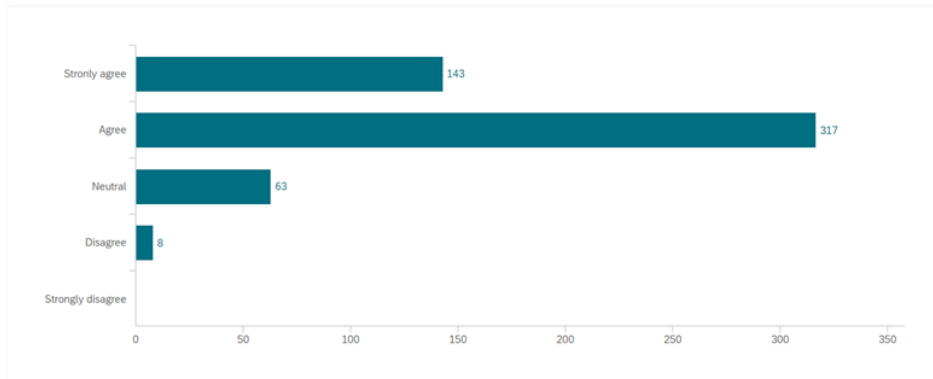
I appreciate others who have ideas that are different than mine.



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### 9<sup>th</sup> grade student survey 2022

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



~~Rationale: Explicit professional development on cultural competency and equity prepares our staff to support student learning about diverse cultures. Curriculum materials are being adopted that prioritize diverse viewpoints and cultural relevance. Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which address diverse cultures. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.~~

- ~~• Social Studies content is taught with diverse cultures as a central theme. In addition to the history and the diversity units linked above, the 3<sup>rd</sup> grade scope and sequence illustrates how diversity is integrated and taught as a focus topic in our curriculum.~~

#### ~~3<sup>rd</sup> Grade Social Studies Scope and Sequence~~

##### ~~Diversity Unit in World History I Unit Outline~~

- ~~• Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1)~~
- ~~• All adopted curriculum is analyzed for racial, cultural, gender, and ability bias~~
- ~~• High School's newly adopted materials are highly diverse. On our [HS ELA webpage](#), use the accordion links at the bottom to view novel selections.~~
- ~~• An ISF grant added culturally diverse novels to classroom libraries. A team of teachers worked to select novels during 2020-21 and they were purchased in the summer of 2021. Discussion guides were created by TLS. This was a second infusion of diverse novels in the last 4 years.~~
- ~~• Over 40% of titles provided to teachers for elementary Making Meaning and Reader's Workshop are diverse texts.~~
- ~~• The District's emphasis on creating a Culture of Kindness is evident in all of our buildings through student activities, bulletin boards, clubs, staff messages and role modeling~~
- ~~• Intentional professional development on Cultural Competency with District administrators and staff
  - ~~○ [Equity Department Timeline](#)~~
  - ~~○ [ISD Equity webpage](#)~~~~

### **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 on others 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.~~

- ~~• We interpret *understanding* to be having knowledge and comprehension of.~~

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- We interpret *appropriate* to be applications that are suitable for educational purposes and personal expression.
- We interpret *respectful, responsible* and *ethical use* to be actions that are answerable, accountable and within the rules of right conduct.
- We interpret the *impact* to be the effects.
- We interpret *misuse of technology and social media* to be use that is for the wrong purpose or in the wrong way that may also impact social emotional health and wellbeing.

### Evidence

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.

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

Do you use social media such as Instagram, Snapchat, TikTok?

<u>Grade Level</u>	<u>Yes</u>	<u>No, I do not have any social media accounts</u>	<u>Grand Total</u>
<u>6th Grade</u>	<u>48%</u>	<u>52%</u>	<u>100%</u>
<u>7th Grade</u>	<u>57%</u>	<u>43%</u>	<u>100%</u>
<u>8th Grade</u>	<u>71%</u>	<u>29%</u>	<u>100%</u>

ENDS 3: Civic Engagement

**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%
<b>Grand Total</b>	<b>47%</b>	<b>34%</b>	<b>16%</b>	<b>2%</b>	<b>2%</b>	<b>100%</b>

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.

**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.

### ENDS 3: Civic Engagement

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.

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

~~Rationale: Curriculum materials address social media and digital citizenship skills in a variety of our content areas; including Health, Social Emotional Learning (SEL), Family Life and Sexual Health (FLASH), and Tech Smart.~~

~~The elementary teacher librarians follow a scope and sequence (updated 2019) which has a significant focus on Digital Citizenship and Responsibility.~~

~~During the 2019/20 school year, the TechSmart curriculum was re-designed. Teachers reviewed the curriculum, units and lessons and identified new materials. During the 20/21 school year, TechSmart teachers transitioned to using lessons from Cyber Civics focused on Digital Citizenship and Online Safety. The lessons include:~~

<b>Lesson Title</b>	<b>Learning Objectives</b> Students will..
De Tech Tive Work	<ul style="list-style-type: none"> <li>• Understand technology’s impact upon humankind throughout history.</li> <li>• Consider how technology connects and disconnects.</li> <li>• Discover how humans have learned how to adapt to new tools.</li> </ul>
5 Principles of Citizenship	<ul style="list-style-type: none"> <li>• Understand what it means to be a member, or citizen, of a community.</li> <li>• Consider all the communities they are members of.</li> <li>• Think of ways community members demonstrate five principles of citizenship.</li> </ul>
How to Be a Good Citizen Online	<ul style="list-style-type: none"> <li>• Reflect on the principles of good citizenship.</li> <li>• Think about online communities they belong to, or will belong to.</li> <li>• Consider how to apply the principles of good citizenship to online communities</li> </ul>
Digital Background Check	<ul style="list-style-type: none"> <li>• Learn they have, or will have, an online or digital reputation.</li> <li>• Understand that all of their online activities contribute to their digital reputations.</li> <li>• Recognize that online information can be helpful or harmful to their reputations.</li> </ul>
To Share or not to Share	<ul style="list-style-type: none"> <li>• Learn that digital citizens should respect the online reputations of others.</li> <li>• Understand how posting information about others could compromise their own reputations and the reputations of others.</li> <li>• Become selective about their online friends and followers.</li> </ul>
Be Up Standing	<ul style="list-style-type: none"> <li>• Understand that many people play a role in cyberbullying.</li> <li>• Learn the difference between a “bystander” and “upstander.”</li> </ul>



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	<ul style="list-style-type: none"> <li>• Explore strategies for standing up for others, online and off.</li> </ul>
Who am I online?	<ul style="list-style-type: none"> <li>• Recognize they have unique characteristics that make up their identities.</li> <li>• Discover that people express their identities through offline and online roles, which can sometimes differ from one another significantly.</li> <li>• Understand that the Internet gives everyone the freedom to make choices about how they present themselves to others online.</li> </ul>

The middle school Health curriculum was under review during the 2019/20 school year. Materials were selected however, the pandemic delayed necessary work on the scope and sequence. This year under the guidance of Director of Teaching and Learning the middle school Health teachers are updating the scope and sequence to ensure the Health standards are appropriately addressed. The middle school Health standards include several around Digital Citizenship and Online Safety.

	Unit	Standards related to Digital Citizenship and Online Safety
Grade 6	Wellness and Safety	Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b
	Nutrition	Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6
	Social Emotional Health	Describe factors that can influence self-esteem. H1.So1.6a Explain the causes and effects of stress. H1.So3.6 Describe different types of harassment, intimidation, and bullying. H1.So5.6a
Grade 7	Wellness and Safety	Analyze validity and reliability of health and wellness information and products. H3.W4.7 Understand the potential dangers of sharing personal information through electronic media. H1.Sa3.7b
	Social Emotional Health	Explain how peers and media (social) influence body image. H2.So2.7 Explain how expressing emotions or feelings can influence others. H1.So4.7b Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7
	Nutrition	Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7
	Substance Abuse	Describe how peers and media influence substance use and abuse. H2.Su1.7
	Sexual Health	Identify medically accurate information about STDs. H3.Se4.7
Grade 8	Wellness, Social-Emotional Health, Safety	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8 Describe the potential dangers of sharing personal information through electronic media. H1.Sa3.8c Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8
	Nutrition	Investigate valid and reliable nutrition information, products, and services. H3.N1.8

## ENDS 3: Civic Engagement

	Sexual Health	Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8. Explain the consequences of sharing sexually explicit pictures or messages. H1.Se6.8e
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~~Our Social Emotional Learning program continues to support students in their knowledge and understanding of the SEL Core competencies. Many of the skills developed during SEL apply to online interaction as well. More information about Social Emotional Learning can be found on the website.~~

~~Supporting our students in the area of navigating social media and the challenges they face in a digital world is an ongoing effort across our system.~~

~~This year (21/22) our High School principals, led by Executive Director for High Schools have committed to adding time dedicated to Digital Citizenship and Social Media to the High School “Flex Time” for implementation in Fall 2022.~~

~~Similarly, in partnership with Middle School principals, our PBSES director and our Director of Ed Tech a committee is under formation to review the middle school Advisory program to review and adapt the Advisory program to ensure sufficient time is dedicated to SEL (including Social Media/Digital Citizenship).~~

~~In addition to the curricular areas, the Responsible Use Agreement is shared with our students and families each year. The agreement outlines expected student behavior when using technology at school.~~

~~[Responsible Use Agreement—Grades K-5](#)~~

~~[Responsible Use Agreement—Grades 6-12](#)~~

~~<https://www.isd411.org/about-us/safety-and-security>~~

~~The National Speak Up survey was also put on hold in our district. We intend to combine the National Speak Up survey with the 8th grade exit survey and resume administration during the Spring.~~

**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.

- ~~—We interpret “*utilize*” to mean reduce, reuse, and recycle.~~
- ~~● We interpret “*natural resources*” to mean materials occurring in nature.~~
- ~~● We interpret “*efficient*” to mean responsible.~~
- ~~● We interpret “*sustainable*” to mean to last or continue over time.~~

### **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

### ENDS 3: Civic Engagement

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 5<sup>th</sup> 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.

~~Rationale: District and school conservation efforts promote the responsible use of resources. Students must demonstrate knowledge, application, and proficiency in order to pass Science and Social Studies class; we supervise teachers to ensure fidelity. Graduation rate reflects the percentage of students (at minimum) who have successfully met our Science and Social Studies requirements which address sustainability.~~

- ~~• Social Studies and Science courses at all levels embed a theme of human cause and effect on their community and environment. This is illustrated in the following scope and sequence documents:~~
  - ~~○ 2<sup>nd</sup> grade Science see changing landforms~~
  - ~~○ 3<sup>rd</sup> grade Science see Environment and Survival~~
  - ~~○ 5<sup>th</sup> grade Science see Ecosystem Restoration~~
  - ~~○ 6<sup>th</sup> grade Life Science Tri 3 focus on Ecosystems and Interactions~~
  - ~~○ High School example IHS Course Guide Science~~

## ENDS 3: Civic Engagement

- ~~Graduation rate reflects the percentage of students (at minimum) who have successfully met Social Studies and Science requirements (See 3.1)~~
- ~~All ISD comprehensive schools participate in the King County Green Schools Program. Information about requirements for this program can be found in the following links:~~
  - ~~ISD Sustainability Program and King County Green Schools 2020-21~~
  - ~~ISD Sustainability Program and King County Green Schools 2019-20~~
  - ~~King County Green Schools Program website~~
- ~~Resource Conservation Program Summary Report, including Student Involvement— 2020-21, Includes sections on COVID-19 and its effects on operations.~~

### 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.

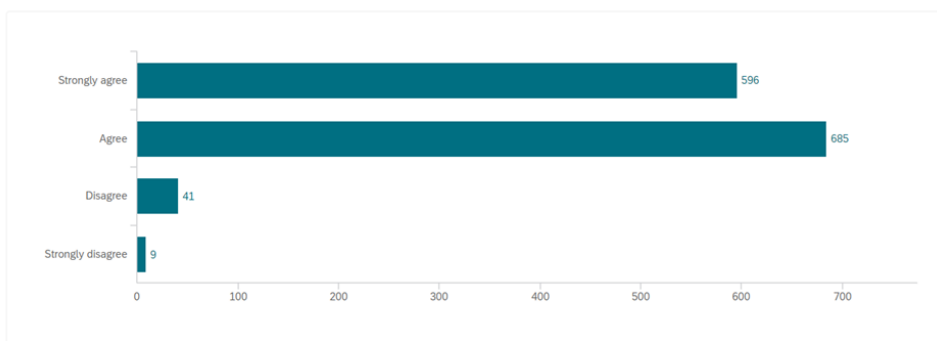
- ~~We interpret “recognize” to mean to acknowledge and appreciate.~~
- ~~We interpret “personal actions” to mean individual behaviors resulting in good and/or bad consequences.~~
- ~~We interpret “collective actions” to mean group behaviors resulting in good and/or bad consequences.~~
- ~~We interpret “impact the greater community” to mean effect on our world.~~

## Evidence

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:

### 4<sup>th</sup> grade student survey data from 21-22

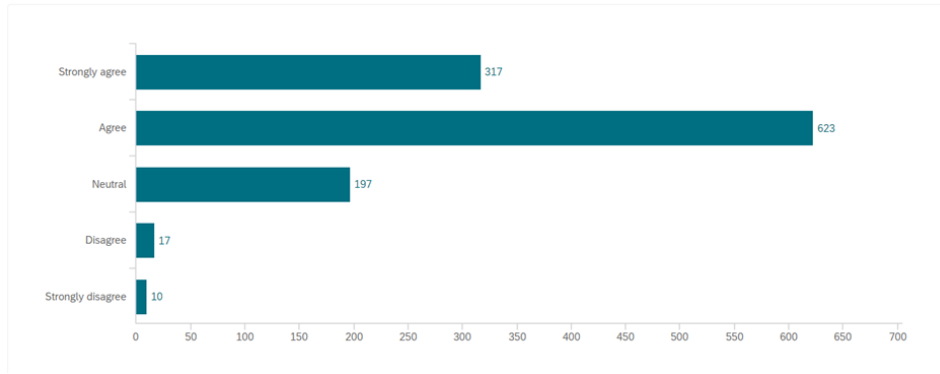
I respect ideas that are different than mine.



### ENDS 3: Civic Engagement

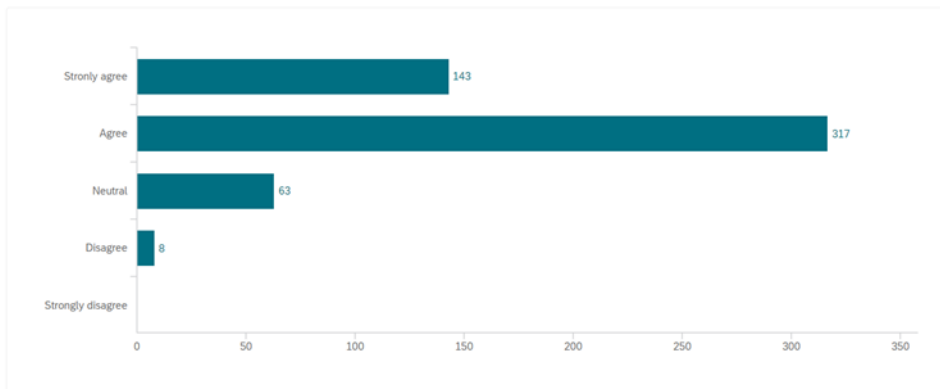
#### 7<sup>th</sup> grade student survey data from 21-22

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



#### 9<sup>th</sup> grade student survey data from 21-22

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

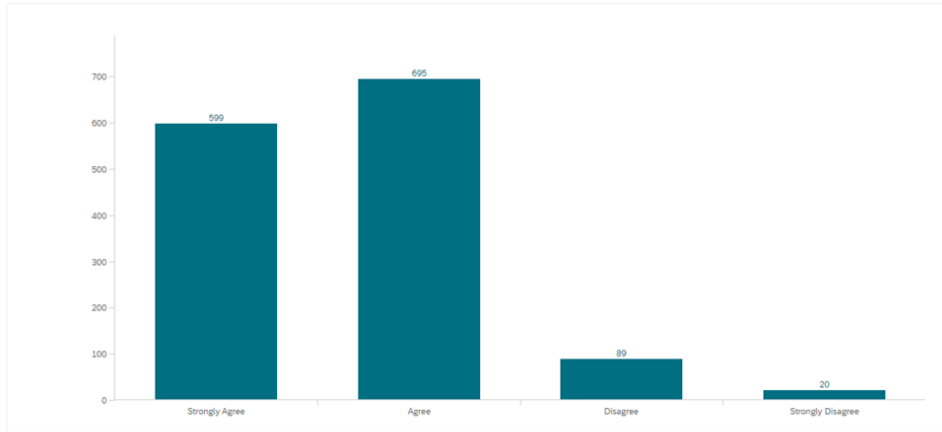


When asked about their impact on their community, students in 5<sup>th</sup> and 7<sup>th</sup> grades responded positively, that predominately believe they will make a positive impact on our community.

#### 5<sup>th</sup> grade exit survey from 21-22

### ENDS 3: Civic Engagement

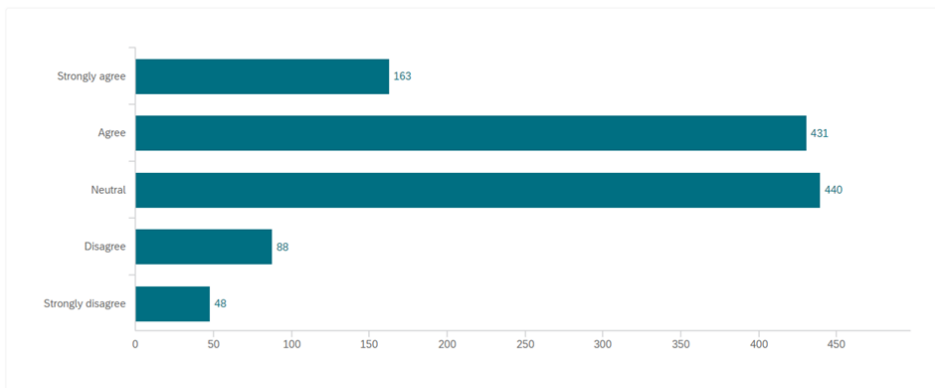
Q10 - My experience in this school has taught me the value of being kind to others and helpful in my school community.



#	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

### 7<sup>th</sup> grade student survey data from 21-22

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



~~Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which embed personal and collective actions that influence the community. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity. Newly adopted (2017-2018 school year) elementary social studies curriculum includes a call to action project at grade levels 1-5 which engages students in impacting their community.~~

- ~~Grade 2 Social Studies Lessons - Community Citizenship and Government~~
- ~~Call to Action Projects embedded in Social Studies Curriculum - Example: Grade 3~~

## ENDS 3: Civic Engagement

- ~~Social Studies and Science courses, as illustrated above weave in a theme human impact on the community. One additional example of how we launch this at the start of learning is the 1<sup>st</sup>-grade social studies curriculum.~~
  - ~~1<sup>st</sup>-grade social studies scope and sequence.~~
- ~~Graduation rate reflects the percentage of students (at minimum) who have successfully met Social Studies and Science requirements (See 3.1)~~
- ~~Student Crew Leaders (High School Program)~~
- ~~WEB—Where Everyone Belongs (Middle School Program)~~
- ~~Senior Exit Survey—question on service to others and community impact~~
- ~~Interdistrict Student Council Projects—COVID Pandemic impacted in-person activities and participation of previously attended events.~~
  - ~~Scott Backovich led a kickoff leadership training for all 4 high schools in the Fall of 2020, held via ZOOM~~
- ~~IDSC Board~~
  - ~~Exec Board members met four times during the school year with various directors at the district level to learn more about their jobs and how their programs impact schools and ASB programs~~
    - ~~Included: Equity/Elections, HR/COVID, Student Interventions/Mental Health and Business Office/Boundary Reviews, all held via ZOOM~~
  - ~~Members served and spoke on student issues/areas of interest, at monthly school board meetings, held via ZOOM~~
- ~~District Green Team Update (See 3.6)~~
- ~~King County Green Schools Program (See 3.6)~~

## Capacity Building

- Board work around tolerance of differences definitions

Board Approval: *April 7, 2022*