



Teaching Civics with Impact: Coaching and Strategies for Success

Florida Charter School Conference and School Choice Summit

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Session Objectives

- Participants will...
 - Discuss the essential role of aligning civics instruction to Florida's benchmarks to ensure meaningful, standards-based learning.
 - Recognize the importance of incorporating student-centered lesson planning strategies to bring civics content to life and foster meaningful student engagement.
 - Explore how civics coaches provide targeted support to help educators translate the benchmarks into effective, engaging lesson plans.

Turn and Talk

- How is civics instruction currently being supported in your school?
- How do you encourage your educators to incorporate student-centered instruction?
- What was your favorite lesson to teach or observe, and why?



FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5
**CHARACTERISTICS OF
BENCHMARKS-
ALIGNED, HIGH-
QUALITY INSTRUCTION**

Horizontally and Vertically Aligned
Balanced Instructional Approaches
Student-Centered
Instruction Informed by Data (Assessments)
Implements Tiered Instruction

5
**ASSESSMENT TYPES TO
GATHER STUDENT
DATA**

Screening
Progress Monitoring
Diagnostic
Formative
Summative

T1
**CORE INSTRUCTION
FOR ALL STUDENTS**

Systematic
Scaffolded
Differentiated
Inquiry-Based
Explicit
Progress Monitoring

T2
**SUPPLEMENTAL
INSTRUCTION FOR
SOME STUDENTS**

Systematic
Small Group Scaffolded Instruction
Differentiated Opportunities to Practice Targeted Skill(s)
Guided Inquiry-Based
Explicit
Frequent Progress Monitoring
Occurs in Addition to Tier 1

T3
**INTENSIVE
INSTRUCTION FOR FEW
STUDENTS**

Systematic
Smaller Group or One-One Scaffolded Instruction
Differentiated Guided Practice
More Guided Inquiry-Based
Explicit
More Frequent Progress Monitoring
Occurs in Addition to Tier 1 and/or Tier 2

Successful implementation of Florida's Formula for Success includes ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

**The Formula for Success supports benchmarks-aligned, high-quality instruction in Mathematics, Civics, Science, Computer Science, Social Studies, Health and Physical Education.*

Strategic Lesson Planning

- Does the lesson's objective align with the benchmark?
- Is the content being taught relevant to the benchmark?
- Are the teaching methods appropriate for helping students meet the benchmark?
- Are the students given opportunities to demonstrate the targeted skill or knowledge within the benchmark?
- Does the lesson plan offer suggestions for tiered instructional support for all learners?

Our Favorite Lesson: A Reflection

- Do our favorite lessons incorporate the Formula for Success?
- How can we adjust our lessons to meet more of the variability of learning styles in the classroom?

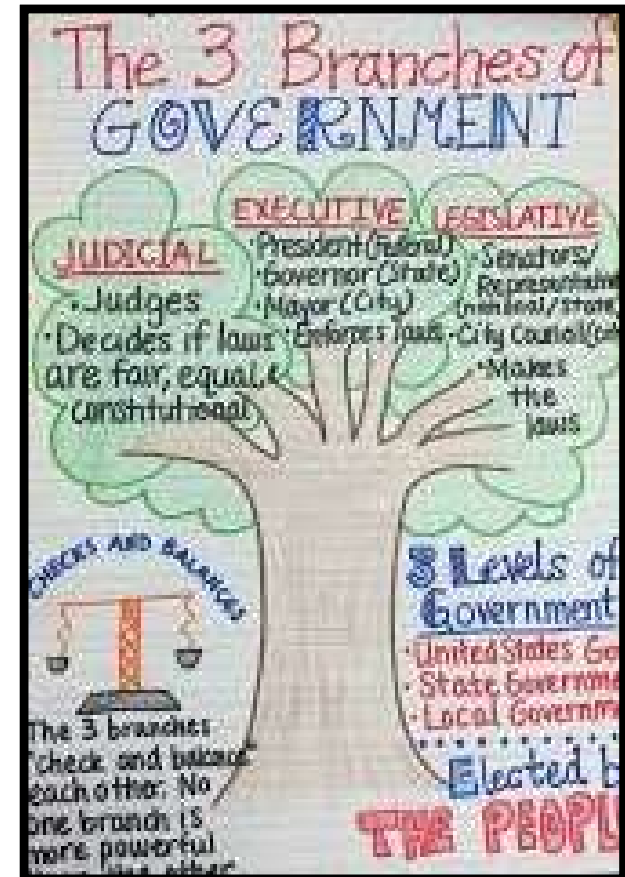




Engaging Students Through Benchmarks-Aligned Instruction

Approaches for Effective Lesson Design and Student Engagement

- Guided reading groups
- Jigsaw activities
- Targeted questioning
- Explicit instruction on critical thinking with student-driven inquiry
- Multi-sensory learning
- Game-based learning
- Writing support



Targeted Questioning

- SS.7.CG.3.7: Explain the structure, functions and processes of the legislative branch of government.
- Lesson Essential Question (LEQ): Explain how a bill becomes a law in the United States. To what extent do the different branches work together or create challenges in passing new laws?
- Exit Slip Example (to the right)

CPALMS | Civics Literacy Excellence Initiative

The Legislative Branch

1. Draw a diagram showing how our legislative branch consists of a bicameral (2-part) Congress.

2. What are some of the powers that belong to each part of Congress?

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Game-based Learning

- Making your own "Civics-opoly"
- Civics squares or a matching game
- Buzz words
- Civics trivia

Landmark Supreme
Court Cases Squares

Dred Scott v. Sandford	Plessy v. Ferguson	Supreme Court	7 th Amendment
In re Gault	Brown v. Board of Education	Precedent	Counsel
US v. Nixon	Hazelwood v. Kuhlmeier	Marbury v. Madison	Gideon v. Wainwright
Habeas Corpus	Miranda v. Arizona	Segregation	Judicial Review

SS.7.CG.3.11: Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the United States Constitution.

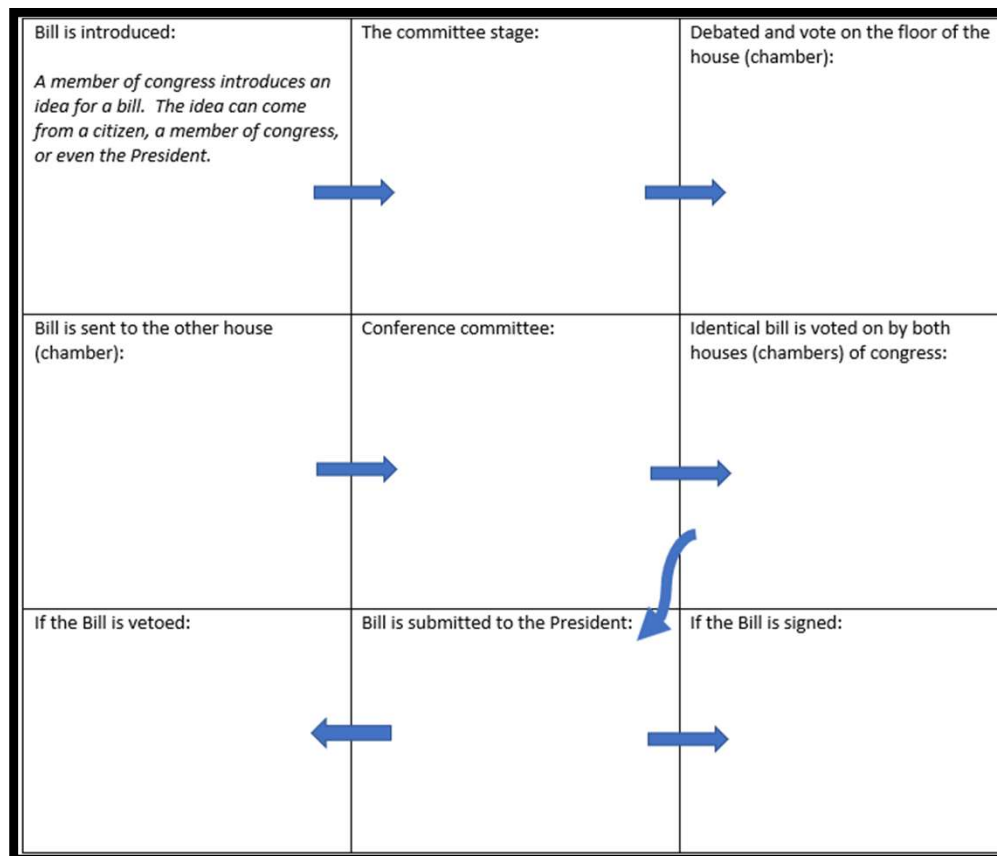
Multi-Sensory Learning

- Examples:
 - Role playing
 - Acting out a court session
 - Acting as the President
 - Acting out how a bill becomes a law
 - Videos



How a Bill Becomes a Law

SS.7.CG.3.7: Explain the structure, function and processes of the legislative branch of government.



How a Bill Becomes a Law Multi-Sensory Activity

1. Roll the die at your tables to see which chamber your bill is starting in.
2. Move to the station around the room as instructed by the die.
3. Write what the die says on your tracking sheet and then do what it says (in parentheses).
4. Continue through the stations and write down what happens to your bill until it dies or passes.



Engagement Reflection

- Considering the two activities for “How a Bill Becomes a Law,” how might you empower your educators to explore other benchmarks-aligned engagement activities?



Civics Coaching Support: Building Your Educators' Capacity

State Civics Literacy Directors and Coaches



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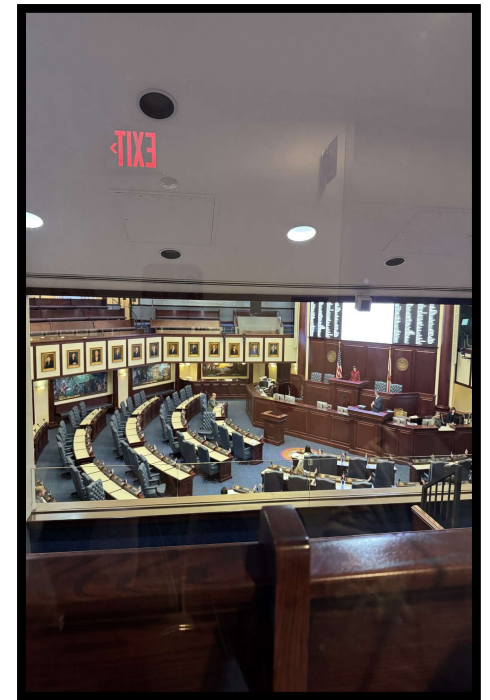
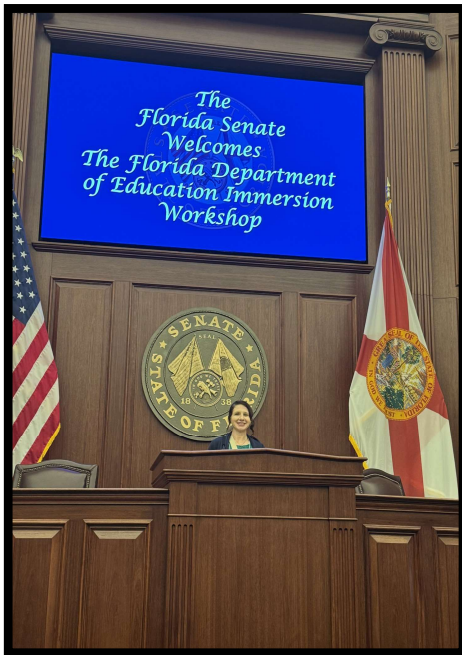
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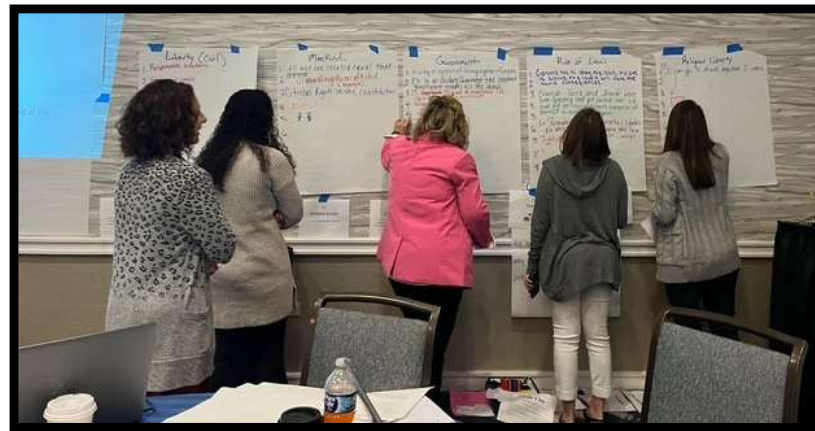
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Capitol Complex Professional Learning



Regional Events and Content Development



School-Level Support



1:1 Teacher Coaching

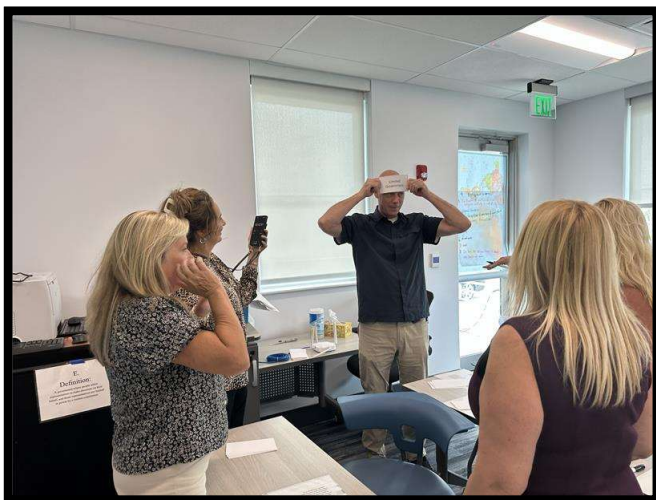
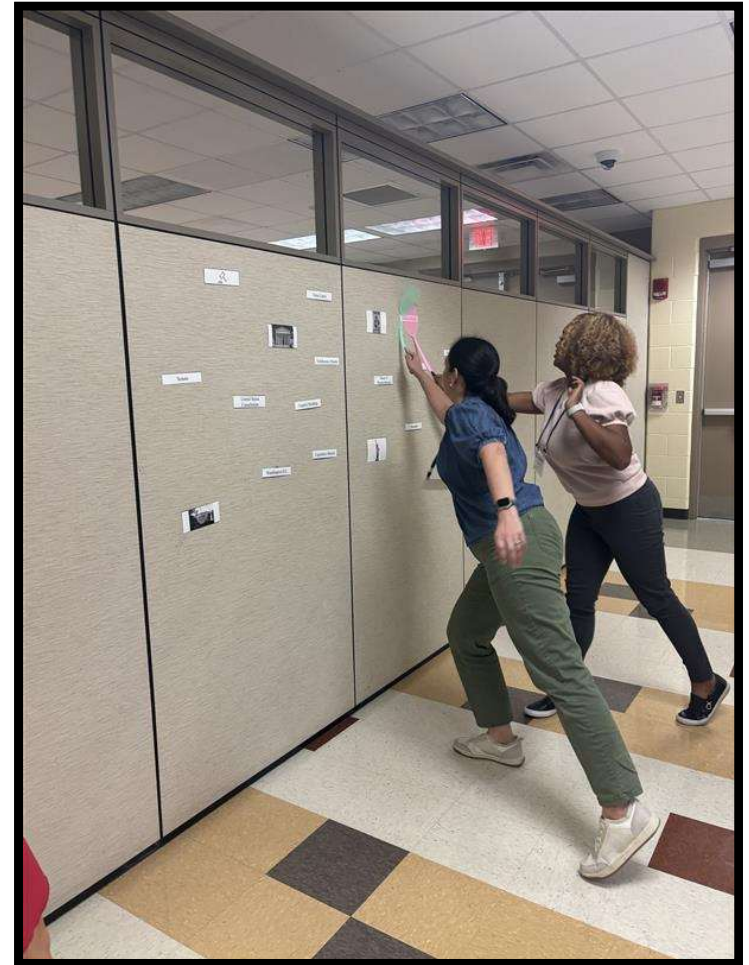
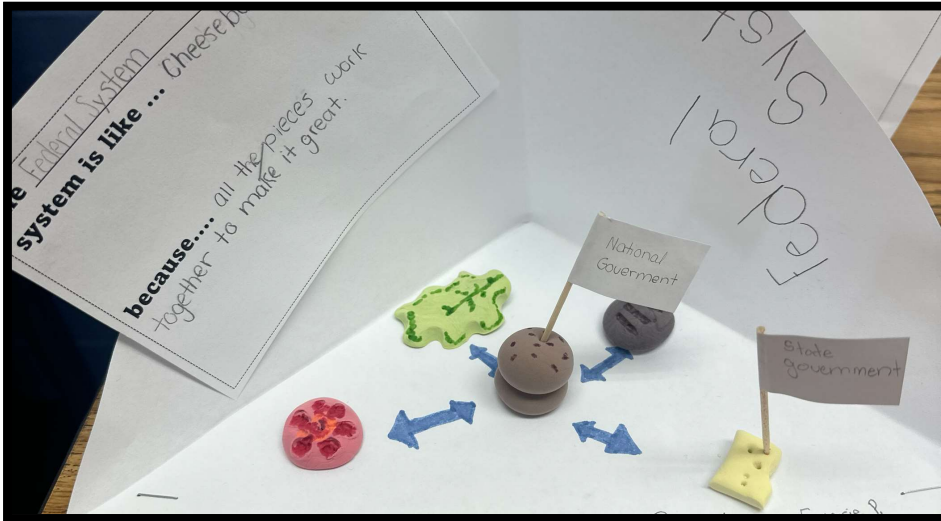


Professional Learning Community Support and Planning



School-Wide Professional Learning

Activity Examples Facilitated by Coaches



Empowering Your Educators

- What resources or partnerships (like civics coaching) could you leverage to strengthen civics teaching and learning?
- How can you celebrate or spotlight civics instruction in your school?
- How can you empower your educators to create dynamic, student-centered civics lessons?



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