

TABLE OF STANDARDS

To ensure educators are able to implement our lessons into a variety of educational settings, the YVFP Civic Engagement and Democracy Curriculum includes a table of standards addressed in various pedagogical frameworks. These frameworks include Common Core, Partnership for 21st Century Skills (P21), and College, Career, and Civic Life (C3) Standards. Since many lessons address the same standards, we have bundled each set of standards by grade cluster.

	GRADES 3-5	GRADES 6-8	GRADES 9-12
COMMON CORE	<p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.W.7.2 Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
PARTNERSHIP FOR 21ST CENTURY SKILLS (P21)	<p>COMMUNICATION AND COLLABORATION: Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.</p> <p>CREATIVITY AND INNOVATION: Use a wide range of idea creation techniques (such as brainstorming).</p> <p>CRITICAL THINKING: Synthesize and make connections between information and arguments.</p> <p>MEDIA AND TECHNOLOGY: Use technology as a tool to research, organize, evaluate and communicate information.</p>	<p>COMMUNICATION AND COLLABORATION: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</p> <p>CREATIVITY AND INNOVATION: Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.</p> <p>CRITICAL THINKING: Interpret information and draw conclusions based on the best analysis.</p> <p>MEDIA AND TECHNOLOGY: Use technology as a tool to research, organize, evaluate and communicate information.</p>	<p>COMMUNICATION AND COLLABORATION: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>CREATIVITY AND INNOVATION: Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.</p> <p>CRITICAL THINKING: Solve different kinds of non-familiar problems in both conventional and innovative ways.</p> <p>MEDIA AND TECHNOLOGY: Use technology as a tool to research, organize, evaluate and communicate information.</p>

COLLEGE, CAREER, AND CIVIC LIFE (C3)	<p>D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p>	<p>D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.</p>	<p>D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.</p>
	<p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>	<p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p>	<p>D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>
	<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>	<p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>

THE 5 E'S INSTRUCTIONAL MODEL

In the *constructivist approach* to learning, learners use old concepts as a foundation to build new skills and ideas. In the 5 E's instructional model, teachers follow the constructivist approach by developing lessons in five distinct phases: *engage, explore, explain, elaborate, and evaluate*. YVFP's Civic Engagement and Democracy Curriculum integrates the 5 E's in our lesson plans across all age groups by allowing students to arrive at their own connections while interacting with each other:

- 1. Engage:** An opening hook to the lesson, which typically has students make connections between previous knowledge and a new concept. Many YVFP lessons integrate this phase as a "think-pair-share" activity.
- 2. Explore:** Provides students with a common base of new concepts. Students identify new content, processes, and skills. This inquiry-focused phase is often seen in our lessons as group activities, research, and discussions.
- 3. Explain:** Provides opportunities for teachers to introduce various terms, skills, and processes to students. This instructional phase often incorporates the showing of the featured YVFP short-film and has students discuss and reflect on guided questions.
- 4. Elaborate:** Extends students' conceptual understanding and allows them to practice new skills. Students in this phase may begin developing a proposal with a group, rehearsing a skit, researching, or drafting a project.
- 5. Evaluate:** Teachers and learners assess their understanding of the new topic. Often takes the form of a presentation, art piece, or written reflection.