



12 Civics Curriculum Family Review

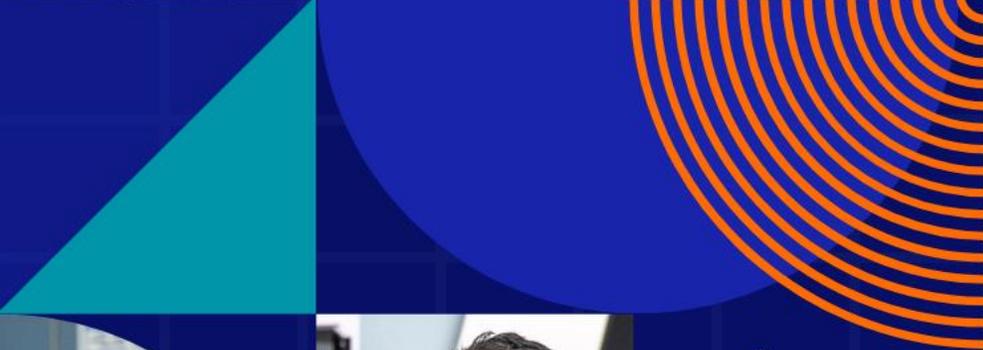
Family Curriculum Preview
11.19.2025





Objective

Provide an opportunity for family review of resources under consideration for FWPS' 12 Civics Curriculum Adoption





What to expect...



- Information about our current 12th Civics Curriculum adoption.
- Preview resources under consideration by the adoption committee.



two

WHOLE CHILD
Thriving,
Confident,
Responsible
Individuals



FEDERAL WAY
PUBLIC SCHOOLS

FWPS Core Beliefs

We believe that our scholars must have voice, see themselves in their schooling and be connected to the adults that teach them.

We believe that our families are critical partners in each child's learning

Why are we conducting a Civics Adoption?



four



GOAL 4: CONTENT-AREA COMPETENCE
Mastery of All Subjects



FEDERAL WAY
PUBLIC SCHOOLS

VISION FOR EXCELLENCE AND EQUITY

FWPS believes
is committed
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Develop and implement with fidelity a culturally responsive, standards-aligned, guaranteed and viable curriculum, instruction, and assessment system in all core subjects in every school and every classroom.

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the barriers

four



GOAL 4: CONTENT-AREA COMPETENCE
Mastery of All Subjects



FEDERAL WAY
PUBLIC SCHOOLS

Instructional Needs

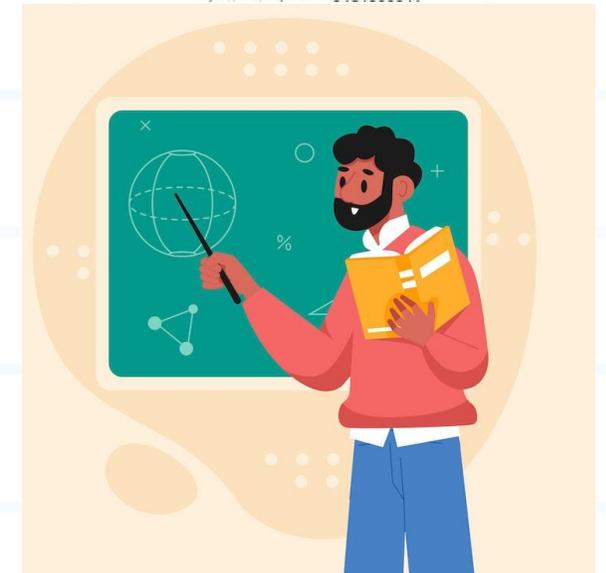
FWPS has not had a formal adoption of HS social studies resources for at least 30 years. Our materials are outdated and do not reflect updated standards, the national social studies instructional framework (C3), and lack cultural relevance.

RCW 28A.230.094 identifies key learning objectives to adhere to within required civics course.

Senate Bill 5433: Requiring Washington's tribal history, culture and government to be taught in public schools using Since Time Immemorial Curriculum.

Social Studies standards and C3 Framework: In 2019, our state developed new social studies standards which are aligned to the C3 framework.

RCW 28A.300.112: Incorporate ethnic studies throughout K-12 to ensure every student sees their own culture reflected in their education and learns about cultures other than their own.



We believe that what we do in the classroom every day has the greatest impact on student learning.



four



GOAL 4: CONTENT-AREA COMPETENCE
Mastery of All Subjects



FEDERAL WAY
PUBLIC SCHOOLS

What is the FWPS Adoption Process?



three



ACTIVE LEARNERS

**Engaged,
Empowered
Critical
Thinkers**



**FEDERAL WAY
PUBLIC SCHOOLS**

FWPS Core Beliefs

Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

We will ensure that all scholars have access to challenging, on-standard curriculum, and that instructional strategies are differentiated to meet the individualized learning needs of each scholar.

Curriculum Selection Process

April

- Committee selection
- Early committee work
- Vendor selection
- Review resources

May-June

- Review resources
- Material selection for field testing

September-December

- Field testing
Materials/Resources
- Communication to additional stakeholders

January-March

- Formal approval process
- Order materials
- Teacher training

NYC Civics for All (Sept-Oct)



Educurious Civics 101 (Oct- Dec)



Pilot Curricula

Selection Process

- Initial Screener
- Committee Rubric Review
- Committee Member Consensus



Washington Quality Review Rubric for Social Studies
Lessons & Units



Washington Office of Superintendent of
PUBLIC INSTRUCTION

WASHINGTON MODEL RESOURCE:
Screening for Biased Content in Instructional Materials

**Social Studies
Curriculum Review Guide**

High-Quality Instructional Materials in Social Studies



**FEDERAL WAY
PUBLIC SCHOOLS**

Evaluation Tools

Review For:

Content, Context, and Cognition Level (DOK)

- Instructional Materials Evaluation Tool Rubric- Social Studies specific
- WA State Social Studies Standards
- Inquiry/C3 Framework

Cultural Relevancy and Bias

- OSPI Screener for Biased Content



Washington Quality Review Rubric for Social Studies
Lessons & Units

Social Studies Curriculum Review Guide

High-Quality Instructional Materials in Social Studies



Washington Office of Superintendent of
PUBLIC INSTRUCTION

WASHINGTON MODEL RESOURCE:

Screening for Biased Content in Instructional Materials



PUBLIC SCHOOLS

Timeline

April

- Committee selection
- Early committee work
- Vendor selection
- Review resources

August-December

- Field testing
Materials/Resources
- Communication to
additional stakeholders

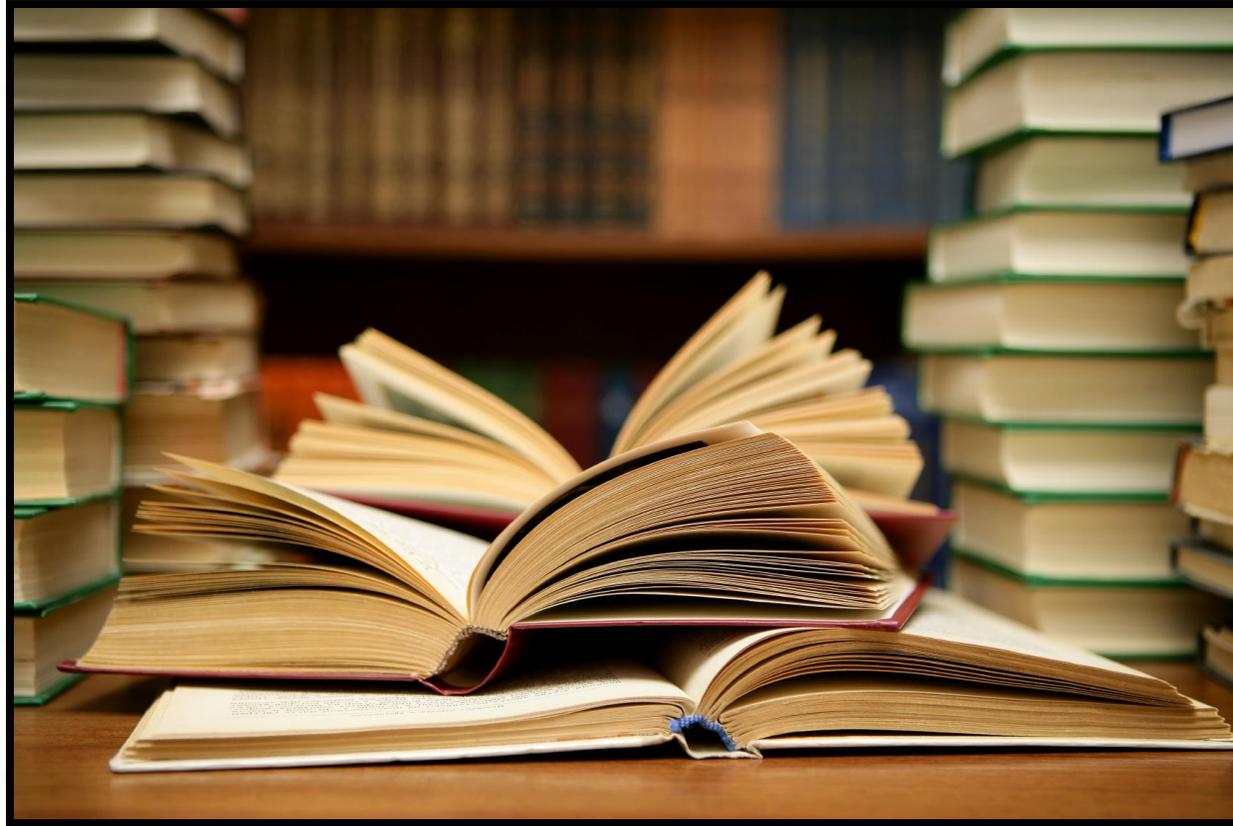
May-June

- Review resources
- Material selection for field
testing

January-March

- Formal approval process
- Order materials
- Teacher training

Resource Review



Curriculum Finalists

- Pilot #1: NYC Civics for All

**CIVICS
FOR ALL**

NYC Public
Schools

- Pilot #2: Educurious Civics 101

edu**curi**:us
learning that connects
powered by  NCEE

NYC Civics for All

CIVICS
FOR ALL

NYC Public
Schools

NYC Civics for All : Units

**CIVICS
FOR ALL**

NYC Public
Schools



Foundations of American Government



Rights & Responsibilities



Power & Politics



Active Engagement

NYC Civics for All

Lesson 1 | Parliamentary v. Presidential System page 37

Lesson Objective/Teaching Point	Connections	Learning Experiences
Students compare and contrast presidential and parliamentary systems of government.		<ul style="list-style-type: none"> Compare parliamentary and presidential systems Analyze differences between presidential and parliamentary systems Create visual representation of differences, benefits, and drawbacks to presidential and parliamentary systems

Lesson 2 | The Amendment Process page 45

Lesson Objective/Teaching Point
Students examine case studies to understand the Constitutional Amendment process.

Parliamentary v. Presidential System

Focus Question

How do parliamentary and presidential systems of government differ?

Lesson Objective/Teaching Point

Students compare and contrast presidential and parliamentary systems of government.

Civic Participation Practices

Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.

Key Learning Standards

9-10 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

11-12 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

9-10 RH 8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Note Catcher—Making Connections

Directions: as you analyze each excerpt from the United States Constitution, decide which Enlightenment thinker best matches to the concepts in the excerpt, and justify your choice.

Excerpt	Concept(s)	Enlightenment Thinker	Provide evidence/reasoning for your choice
Article I: Section 1			
Article I: Section 4			
Article II: Section 1			

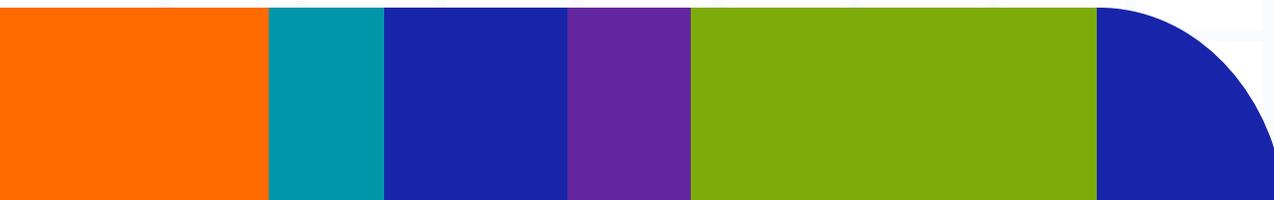
- Standards aligned
- Rooted in the C3 Framework
- Primary & Secondary Sources
- Teacher and student facing materials
- Project-based learning

Educurious Civics 101

edu**curi**:us

learning that connects

powered by  NCEE





Educurious Civics 101 Units



Foundations of Government

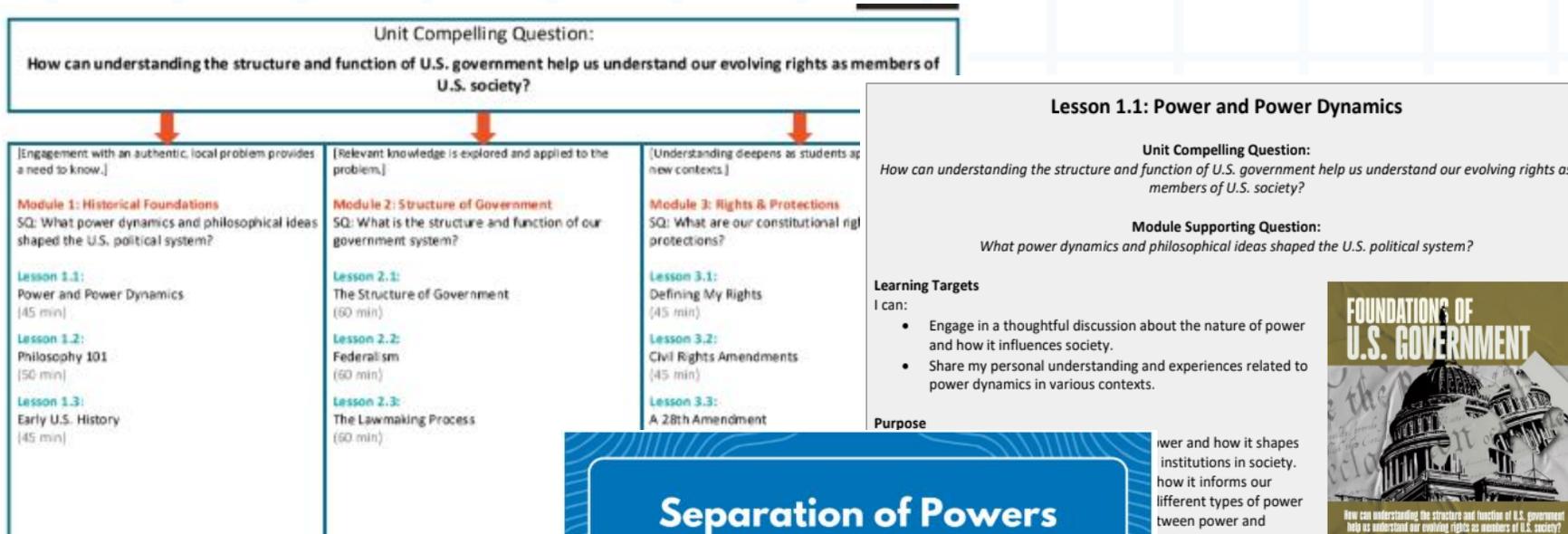


Civil Liberties



Price of Democracy

Educurious Civics 101



Case 1: Hazelwood School District v. Kuhlmeier (1988)

Facts of the case:
The Spectrum, a student newspaper at Hazelwood East High School in Missouri, was written and edited by the journalism class. In May 1983, the school principal, Robert E. Reynolds, reviewed the page proofs of an upcoming issue and found two articles concerning sensitive topics—teen pregnancy and the impact of divorce on students. Believing these articles to be inappropriate and potentially disruptive, he ordered them to be removed from the publication. Cathy Kuhlmeier and two other student journalists sued the school district, arguing that their First Amendment rights were violated.

Constitutional question:
Does the decision by a public school principal to delete certain articles from the school newspaper, which is produced as part of the school's journalism curriculum, violate the students' First Amendment rights to freedom of speech and press?

My team's response to the question, along with our reasoning:

Notes about the real-life Supreme Court decision:



Separation of Powers

Legislative Branch (Congress)

Primary Function: Makes laws
Constitutional Basis: Article I

- House of Representatives:** Represents the people, initiates revenue bills.
- Senate:** Represents the states, approves treaties and appointments.

Executive Branch (President)

Primary Function: Enforces laws
Constitutional Basis: Article II

- President:** Chief executive, commander-in-chief of the armed forces.
- Vice President and Cabinet:** Assist and advise the President.

Judicial Branch (Supreme Court)

Primary Function: Interprets laws
Constitutional Basis: Article III

- Supreme Court:** Highest court, reviews constitutionality of laws.
- Lower Federal Courts:** Handle cases under federal jurisdiction.

How it shapes institutions in society. how it informs our different types of power between power and in life experience. Finally, know chart based on the

Teacher Guidebook

- Standards aligned
- Rooted in the C3 Framework and Inquiry
- Primary & Secondary Sources (plus variety of type of sources)
- Teacher and student facing materials
- Project-based learning
- Online components
- Evidence based instructional routines
- Scaffolding for differentiation
- Provides summative and benchmark assessments with rubrics



Explore & Survey

Explore

- Unit Overviews
- Lesson Examples

Feedback Survey

<http://bit.ly/4na2Cc4>



Thank you

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