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# *Standards 3.0: Introducing the Civics Content Standards*

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AnneMarie Molinari-Sanders, M.Ed.

Professional Development Specialist, TRAIN PD Center @ TCALL

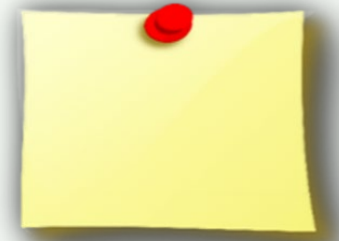
Dale Villarreal Pillow

Independent Educational Trainer & Consultant

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# Session Resources



- **Two** training materials have been provided.
  - Participant Handout Packet
    - ❖ Digital Resources
    - ❖ Graphic Organizer
  - Civics Content Standards
  
- **The post-it note graphic indicates when to refer to the handouts.**



# Digital Resources

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## Standards 3.0: Introducing the Family and Civics Content Standards

### Digital Resources for Standards-Based Instruction

<https://bit.ly/3wt8QTW>



1. [A Garden Grows in Brooklyn](#) – This is the direct link to the *A Garden Grows in Brooklyn* video that was presented during the Standards 3.0 training. This video is available for download and use for instructional purposes with no copyright restrictions from the PBS Learning Media website.
2. [Adult Numeracy Network](#) - This free website has resources for rich math problems, lesson plans, math activities, virtual manipulatives, digital math instruction, and more. All of these options can be integrated into a lesson for the Family or Civics Content Standards.
3. [CommonLit.org](#) – This is a free digital resource with graded reading passages which address a variety of topics, themes, and reading strategies. The resources are suitable for addressing the Family and Civics Content Standards. Teachers need to create an account to access all the features.
4. [CommonSense.org](#) & [WideOpenSchool.org](#) – Both websites have videos that can be shared with students and their children. The videos can be used to address Family Content Standards. These sites also have citizenship resources to address the Civics Content Standards.
5. [iCivics.org](#) – This website champions equitable, non-partisan civic education and inspires life-long civic engagement by providing high-quality and engaging civic resources to teachers and students. This site provides resources for the Civics Content Standards.
6. [Equipped for the Future](#) – The Equipped for the Future Framework and Standards create a working consensus on what the goals of learning should be. The Family and Civics Content Standard Equipped for the Future Content Standards.
7. [How Urban Farming Saved a Dallas Community](#): A YouTube video of Bonton Farms located in South Dallas. This self-sustaining urban farm and encourages community involvement and outreach.
8. [LitWorld](#) – This free website features Celebrity Read-Alouds of famous people reading a variety of children's books. The video is an excellent activity for a contextualized lesson plan focused on the Civics Content Standards.
9. [Newsela.com](#) - Newsela is free to access the news articles on the site to create an account. It has short stories that could be used in a contextualized lesson plan focused on the Family Content Standards.
10. [PBS Learning Media](#) – This site has free digital resources for the Civics Content Standards. The resources include detailed lesson plans, source documents, interactive lessons, and videos.
11. [PBS.org/parents](#) – This site has tips and activities to help parents at home with their children and can be used in a contextualized lesson plan focused on the Family Content Standards.
12. [Pennsylvania Adult Education Resources](#) – This site has a list of resources that can be used as a resource for lesson plans focused on the Family Content Standards.
13. [Readworks.org](#) – This is a free digital resource with graded reading passages which address a variety of topics, themes, and reading strategies. The resources are suitable for addressing the Family and Civics Content Standards. Teachers need to create an account to access all the features.
14. [Smithsonian Learning Lab](#) – The digital learning lab is a free resource for discovering millions of authentic digital resources, creating lesson plans, and sharing in the Smithsonian's expansive community of learners.
15. [Teaching Skills That Matter](#) - The Teaching the Skills That Matter in Adult Education project (TSTM) trains teachers to integrate the **skills** that matter to adult students using **approaches** that work across critical **topics**. This link is to the homepage of TSTM. In addition to providing best practices and resources, this site provides contextualized lesson plans that can be used in teaching both Family and Civics Content Standards.
16. [Teaching Skills That Matter Financial Literacy](#) - These contextualized lesson plans include the ability to effectively locate, evaluate, and use information, resources, and services and to make informed decisions about financial obligations, budgeting, credit, debt, and planning for the future. The lesson plans can be used to teach benchmarks in the Family Content Standards.
17. [Teaching Skills That Matter Lesson Plan on Money Management](#)
18. [Teaching Skills That Matter Civics Education](#) – These contextualized lesson plans include instruction on the rights and responsibilities of citizenship and civic participation. The lesson plans can be used to teach benchmarks in the Civics Content Standards.
19. [Teaching Skills That Matter Lesson Plan on the Flint Water Crisis](#)
20. [Texas AEL Content Standards v. 3](#) – This is the direct link to the Texas AEL Content Standards v. 3, which includes the Family and Civics Content Standards.
21. [The Change Agent: An Adult Education Magazine for Social Justice](#) – Each issue explores a different social justice topic through student writing, news articles, opinion pieces, classroom activities, poems, graphics, and cartoons. Copies are available through TCALL.
22. [We Speak New York](#) – This site provides civic-focused instruction through videos, web and print materials. These are resources for both the Family and Civics Content Standards.
23. [Welcoming America](#) – This site provides resources and toolkits for teachers to use in lessons applying the Civics Content Standards.



# Teaching Skills That Matter (TSTM)

## Teaching the Skills That Matter Toolkit

The TSTM Toolkit was developed by adult education experts to support teachers in using approaches that work to help students gain the skills that matter. The toolkit has seven sections:

- The Overview section introduces the key toolkit components;
- Five topic-based sections each including an issue brief, a case study, lesson plans, and an annotated bibliography; and
- The Other Tools and Resources section, which has additional tools and resources to support the integration of the skills into your instruction.



[Overview](#)



[Civic Education](#)  
(Tab 1)



[Digital Literacy](#)  
(Tab 2)



[Financial Literacy](#)  
(Tab 3)



[Health Literacy](#)  
(Tab 4)



[Workforce Preparation](#)  
(Tab 5)



[Other Tools and Resources](#)  
(Tab 6)



# Session Guiding Questions



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1. What do I need to know and understand about the new Civics Content Standards?
2. What types of digital resources are available to support Civics standards-based instruction?
3. What do I need to know about the Standards 3.0 trainings available to local AEL programs and provided by TRAIN PD @ TCALL?



# Session Objectives

- **Understand** the anatomy and structure of the Civics Content Standards.
- **Recognize** the supplemental digital resources available to support the development of Civics standards-based lesson plans.
- **Understand** the professional development training options available to support Standards 3.0 implementation at the local AEL program level.





# Texas AEL Content Standards

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## Texas Adult Education and Literacy Content Standards v. 3



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# Stand, Stretch, and Reflect



Photo by Rowan Chestnut on Unsplash



Do you have any questions about navigating Content Standards v.3?





# Civics: Expanding Views

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What is the first word that pops into your head when you hear the word – Civics?





# WIOA Definition of Civics

The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.




# Citizen/Community Member Content Standards

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**CIVICS**

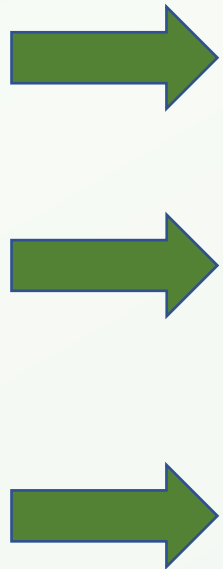
Citizen/Community Member  
Content Standards



Adapted from the Equipped for the Future Role Maps (used with permission from the Center for Literacy, Education & Employment (CLEE), University of Tennessee, Equipped for the Future (EFF) project).



# Citizen/Community Member Content Standards (Civics)



**CIVICS**  
Citizen/Community Member Content Standards and Benchmarks

**Citizen/Community Member Standards (content area): Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.**

**BROAD AREAS OF RESPONSIBILITY: Subareas**

<p><b>Subarea 1: Become and Stay Informed</b> Citizens and community members find and use information to identify and solve problems and contribute to the community:</p> <p><b>Subarea Standards</b></p> <p>A. Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others</p> <p>B. Recognize and understand human, legal, and civic rights and responsibilities for yourself and others</p> <p>C. Figure out how the system that affects a system works</p> <p>D. Identify how to have an impact and recognize that individuals can make a difference</p> <p>E. Find, interpret, analyze, and use diverse sources of information, including personal experience</p>	<p><b>Subarea 2: Form and Express Opinions and Ideas</b> Citizens and community members develop a personal voice and use it individually and as a group:</p> <p><b>Subarea Standards</b></p> <p>A. Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community</p> <p>B. Learn from others' experiences and ideas</p> <p>C. Communicate so that others understand</p> <p>D. Reflect on and reevaluate your own opinions and ideas</p>	<p><b>Subarea 3: Work Together</b> Citizens and community members interact with other people to get things done toward a common purpose:</p> <p><b>Subarea Standards</b></p> <p>A. Get involved in the community and get others involved</p> <p>B. Respect others and work to eliminate discrimination and prejudice</p> <p>C. Define common values, visions, and goals</p> <p>D. Manage and resolve conflict</p> <p>E. Participate in group processes and decision making</p>	<p><b>Subarea 4: Take Action to Strengthen Communities</b> Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them:</p> <p><b>Subarea Standards</b></p> <p>A. Help yourself and others</p> <p>B. Educate others</p> <p>C. Influence decision makers and hold them accountable</p> <p>D. Provide leadership within the community</p>
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*Texas Adult Education and Literacy Content Standards v. 3*



# Organization of Citizen/ Community Member Content Standards

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## Citizen/Community Member Content Standards (content area)

- Subareas (**Broad Areas of Responsibility**)
  - Key Activities/Subarea Standards
    - Role Indicators/Benchmarks



# Broad Areas of Responsibility: Subareas

- **Subarea 1: Become and Stay Informed**
  - Citizens and community members find and use information to identify and solve problems and contribute to the community.
- **Subarea 2: Form and Express Opinions and Ideas**
  - Citizens and community members develop a personal voice and use it individually and as a group.



# Broad Areas of Responsibility: Subareas, cont'd

- Subarea 3: **Work Together**
  - Citizens and community members interact with other people to get things done toward a common purpose.
- Subarea 4: **Take Action to Strengthen Communities**
  - Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them.



# Role Indicators/Benchmarks, Subarea 3:

## Key Activities/Subarea Standards

A. Get involved in the community and get others involved

## Role Indicators/Benchmarks

1. Volunteer time and resources
2. Participate in community events
3. Reach out to a diversity of people





# Role Indicators/Benchmarks, Subarea 3, cont'd

## Key Activities/Subarea Standards

A. Get involved in the community and get others involved

## Role Indicators/Benchmarks

4. Network with others
5. Support the efforts of others' activity
6. Orient newcomers to the group or community



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# How Urban Farming Saved a Dallas Community

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[https://www.youtube.com/watch?v=gfCcl6\\_1iiA](https://www.youtube.com/watch?v=gfCcl6_1iiA)



# Group Activity using Civics Content Standards Subareas

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**Subarea 1:** Become and Stay Informed

**Subarea 2:** Form and Express Opinions and Ideas

**Subarea 3:** Work Together

**Subarea 4:** Take Action to Strengthen Communities



# Graphic Organizer – Group Activity, Subarea Standards

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## Graphic Organizer: How Urban Farming Saved a Dallas Community

Video Theme	Civics Subarea Standards	Lesson Activity to support the Civics Subarea Standards and integrate the video



# TSTM: Civics

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- [Civics Education: Issue Brief](#)
- [Best Practices in Civics Education: A Case Study](#)
- [Civics Education: Lesson Plan on First Amendment Rights](#)
- [Civics Education: Lesson Plan on First Amendment Rights Reading A on Montgomery Bus Boycott](#)
- [Civics Education: Lesson Plan on First Amendment Rights Reading B on Martin Luther King Jr.'s Use of Nonviolence Inspired by Gandhi](#)
- [Civics Education: Lesson Plan on the Flint Water Crisis](#)
- [Civics Education: Project-Based Learning](#)
- [Civics Education: Problem-Based Learning](#)
- [Civics Education: Problem-Based Learning Reading](#)
- [Civics Education: Integrated and Contextualized Learning](#)
- [Civics Education: Annotated Instructional Resources and References](#)

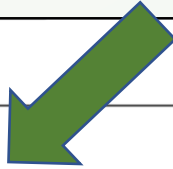


# TSTM: Flint Water Crisis

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## Lesson Planning Template



<p><b>Standard(s)</b></p> <p><i>Indicate which standards from the unit are targeted in this specific lesson.</i></p>	<p><b>ELA/Mathematics/ELP:</b></p> <p><b>CCR Level D:</b></p> <p>R3: Analyze in detail a series of events described in a text; determine causality.</p> <p>W8: Gather relevant information from authoritative sources and assess the usefulness of each; integrate the information without plagiarizing.</p> <p>SL1: Follow discussion rules, draw on preparation, pose questions that connect ideas, and acknowledge ideas and information shared by others.</p>	
<p><b>Lesson as Part of the Unit</b></p>	<p>Where does this lesson fall within the unit? <input checked="" type="checkbox"/> beginning <input type="checkbox"/> middle <input type="checkbox"/> end</p>	
<p><b>Instructional Objective(s) and Learning Target Statements</b></p> <p><i>The former are written in teacher language primarily derived from content standards and include evidence of mastery. The latter are written in student-friendly language and help learners reflect on what they are able to do as a result of the lesson.</i></p>	<p><b>Instructional Objective:</b></p> <p>After watching video clips or reading the information on lead exposure and then discussing the issues, ABE/ASE students will be able to:</p> <ul style="list-style-type: none"> <li>• Use the key details from the text/video to explain <ul style="list-style-type: none"> <li>– the environmental sources of lead exposure,</li> <li>– how lead gets into drinking water, and</li> <li>– five or more ways lead exposure affects health.</li> </ul> </li> <li>• Synthesize information from multiple sources in order to explain the issues that led to water contamination in Flint, Michigan.</li> <li>• Expand their interpersonal skills by collaborating to research and present information on the Flint water crisis.</li> </ul>	<p><b>Learning Target Statements (for learners' exit tickets, learning logs, or reflection)</b></p> <p><i>I can explain how lead gets into drinking water and why this is harmful to our health.</i></p> <p><i>Before I could ..., now I can ...</i></p>



# Aligning Civics Content Standards to TSTM

## Subarea 4: Take Action to Strengthen Communities

### Key Activities/Subarea Standards B: Educate Others

#### Role Indicators/Benchmarks:

2. Use methods appropriate to the audience and event, such as flyers, forums, speeches, and public service announcements
3. Inform others of their rights



# Standards 3.0 Training Options



## **Standards 3.0 Training (4-hour training)**

**Title:** *Standards 3.0: Introducing the Family and Civics Content Standards*

This four-hour training will introduce two new Texas AEL Content Standards: the *Parent/Family Content Standards* and the *Citizen/Community Member Content Standards*. Participants will understand the anatomy of the standards including the subarea standards and benchmarks. The training also includes Digital Resources that can be utilized in aligning the Standards to lesson plans and interactive activities using the new Family and Civics Standards.

## **Standards 3.0 Training (2-hour Family Standards training)**

**Title:** *Standards 3.0: Introducing the Family Content Standards*

This two-hour training will introduce a new Texas AEL Content Standards: the *Parent/Family Content Standards*. Participants will understand the anatomy of the standards including the subarea standards and benchmarks. The training also includes Digital Resources that can be utilized in aligning the Standards to lesson plans and an interactive activity using the new Family Standards.

## **Standards 3.0 Training (2-hour Civics Standards training)**

**Title:** *Standards 3.0: Introducing the Civics Content Standards*

This two-hour training will introduce a new Texas AEL Content Standards: the *Civics/Community Member Content Standards*. Participants will understand the anatomy of the standards including the subarea standards and benchmarks. The training also includes Digital Resources that can be utilized in aligning the Standards to lesson plans and an interactive activity using the new Civics Standards.





# Session Guiding Questions: Let's Recap!



Photo by Jon Tyson on Unsplash

1. What are one or two points that you learned about the new Civics Content Standards?
2. What digital resources will you share with your program?
3. What did you learn about the professional development options available for Texas AEL programs?



# Did we meet our Objectives?



- **Do you understand** the anatomy and structure of the Civics Content Standards.
- **Do you recognize** the supplemental digital resources available to support the development of Civics standards-based lesson plans.
- **Do you understand** the professional development training options available to support Standards 3.0 implementation at the local AEL program level.





# Final Questions & Thank You!

Reach out with questions.

[AnneMarie.Molinari@tamu.edu](mailto:AnneMarie.Molinari@tamu.edu)

[Dale.Pillow18@gmail.com](mailto:Dale.Pillow18@gmail.com)

