
LA Teach Breakout Rooms

— Civic Engagement and the K-12 —
Classroom

Instructions

1. Find your assigned slide below (by break out room number) and add your names
1. Choose a group member to speak for the group. When we return, please post to the chat your break out room number and the name of your speaker.
2. Choose a group member to add text and/or images to your assigned Google Slide
3. **Prompt: How can the Standard(s) be employed to develop civic mindedness and engagement in your classroom?**
1. As a group, **add a few comments and/or images to your slide** that summarizes your discussion response.

Room #1 (Reggie Matias, Irene Vargas, Nicole McCormack, Miriam Santos)

How can the Reading Anchor Standard below be employed to develop civic mindedness and engagement in your classroom?

Standard #6: Assess how point of view or purpose shapes the content and style of a text.

Share your discussion response in the space below:

Have the students think about a different economic background and how those people handle everyday life

The students get an understanding of reading articles through interconnectedness and purpose

Allows the students to be in the shoes of the people that they are learning about

Point of views allows the students to describe and give a detailed account

Room #2 (Jeremy Ramos, Paulina Mendoza S)

How can the Reading Anchor Standard below be employed to develop civic mindedness and engagement in your classroom?

- **Standard #7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹**
- Share your discussion response in the space below:
- Showing statistics in the data
- Certain Networks that present in the area
- Showing Videos and later explain their opinion



Room #3 Sarah Meyers, Virsil Mitchell, Marisol Garcia (type your names here)

How can the Reading Anchor Standard below be employed to develop civic mindedness and engagement in your classroom?

Standard #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Share your discussion response in the space below:

We would take 2 newspapers with slightly, or more, opposing viewpoints on the same topic. Have the students read each one, and then discuss why they thought each author wrote something different. We might take it a step farther and do some extra research and have the student then debate the view points. The students can engage in the extra curricular activities that will involve the aspect of the background information that this might offer toward the specific topic. The students can also be put into groups to discuss about different ways that they understand what they read or hear.

It seem, “Fake new is a huge problem in our society, we cannot even agree on the election results of 2020 even though the official numbers for the electoral college will be confirmed December 12th, 2020. Fake new destroys the unity of reality and purpose of the United States.” Virsil Mitchell Example:

<https://www.pbs.org/newshour/show/as-trump-claims-fraud-officials-say-this-election-was-the-most-secure>

Room #4- Eva Gonzalez

How can the Reading Anchor Standard below be employed to develop civic mindedness and engagement in your classroom?

Standard #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Share your discussion response in the space below:

- Can pick texts that share different perspectives to introduce to students
 - BIPOC Authors
 - Stories of/from differently-abled people



Room #5: Yamile Lepe Santana, Melanee Barrera, Andrea Burrola

How can the Next Generation Science Standards (linked below) be employed to develop civic mindedness and engagement in your classroom?

<https://bit.ly/2UFrzRO>

Share your discussion response in the space below:

The Next Generation Science Standards can be employed to develop civic mindedness and engagement in my classroom by service learning projects, hands on project, in consideration of the community and how our population is affecting the climate of our world. Have debates and discussions and have students on different sides of the debates so they get an understanding of all s sides



Room #6 (Kenny Zigler)

How can the Reading Anchor Standard below be employed to develop civic mindedness and engagement in your classroom?

Standard #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Share your discussion response in the space below:

By reading multiple viewpoints of the same topic or issue, you get to see how it affects different people or groups of people. Often times we only get to see one side of the story, often just that of the victor, so we don't get to see the full story. Without knowing the full story we can't make a truly informed decision.

Look into the background of each author and see if that influenced their viewpoints.

Look at different types of texts or media. Twitter vs Parlor, News sites, News channels.