

Literacy for Civic Life (LCL) Fellowship

The [Literacy Design Collaborative \(LDC\)](#), a national non-profit that has spent more than twelve years supporting the ability of teachers to deliver assignments and instruction that effectively and practically develop student literacy skills tied to college-and-career readiness standards across all disciplines, is proud to expand its **Literacy for Civic Life (LCL) Fellowship**.

This fellowship is open to Social Studies and ELA teachers in secondary grades who are able to incorporate at least two civics-focused LCL instructional cycles (typically requiring 7-10 days of instruction) per year.

LCL is funded by an [American History and Civics Education - National Activities \(AHC-NA\) grant](#) that was awarded to LDC by the United States Department of Education's Office of Elementary and Secondary Education.

Each module's foundation is a rigorous, engaging, civic-minded literacy performance task robustly aligned to the College, Career, and Civic Life (C3) Framework for Social Studies and its Inquiry Arc, as well as to Common Core State Standards (CCSS) related to reading, writing, speaking, and listening. The Task requires students to carefully read, critically think, and engage in dialogue about diverse social studies texts addressing issues, topics, and skills most relevant to navigating civic life in America today. Each module's Task comes with a backwards-designed instructional plan that provides scaffolding for students and formative assessment opportunities to ensure that teachers can guide students to develop the skills necessary for performing well on the Task, and with a standards-driven rubric – validated by the Stanford Center for Assessment, Learning, and Equity (SCALE) – that teachers use to score the student work and to provide feedback and follow-up targeted instruction.

LCL modules get students reading, critically thinking, talking about, and – crucially – writing about key social studies topics to accelerate their civic literacy and to help them formulate their own points of view on such topics.

LCL modules are designed to support teachers and students to recognize and grapple with various challenges that confront democracy and civic life in America today. The modules focus in a civic-minded way on topics from across American civics, history, geography, and economics. These are opportunities to challenge students to engage in inquiry not only in a way that will improve their critical thinking, reading, and writing skills, but also in a way that will improve their ability to navigate civic life in a time when it is crucial to scrutinize sources for bias and misinformation as well as to productively listen to and speak with one another within a polarized civic landscape.

LCL module topics are all carefully selected from across American civics, history, geography, and economics to provide students with opportunities to engage in rigorous inquiry that includes reading, thinking, speaking, listening, and writing on social studies topics that are engaging, relevant, and focused on improving their ability to become discerning and thoughtful civic participants in twenty-first century democracy. LCL equips students to carefully scrutinize what they hear and read about social studies topics so that they can form their own points of view.

By participating in the LCL Fellowship, in addition to access to the curricular modules, teachers will be provided with professional learning opportunities to maximize the modules' impact on students and to help teachers carefully navigate some of the challenging topics they may address with students. Most of these professional learning opportunities will be asynchronous and online, but teachers will come together virtually three times per year to connect with other fellows. They will also be provided with optional opportunities to connect more deeply with other fellows.

Over the course of the two year fellowship, participating teachers will be awarded **\$3,000** in stipends from LDC to support their implementation of the LCL work in their classrooms. In Year 1, they will be awarded \$1,500, and then they will be awarded an additional \$1,500 in Year 2.

There will be an application to determine who will be invited to join the fellowship. The application is open to secondary Social Studies and ELA teachers. LDC will actively recruit through conversations and information-sharing with school districts and schools, and will also engage in public awareness campaigns.

Some of the selection criteria includes:

- Grade level(s) taught
- Discipline(s) taught – open to social studies and ELA teachers who have flexibility to teach social studies topics
- Level of flexibility to include LCL modules into their curriculum
- Number of students they will implement LCL modules with
- Diversity of teachers' backgrounds (including number of years of experience)
- Sign-off from principal providing permission for teacher to be part of fellowship

To be accepted into the fellowship, the teacher and their principal must sign an annual MOU with LDC agreeing that the teacher will do the following:

- Implement at least two of LDC's LCL modules per year, with each module requiring 8-10 hours of instructional time with students in the classroom
- Complete ten hours of online, asynchronous professional development over the course of Year One, and an additional five hours over the course of Year Two
- Attend three one-hour synchronous meetings with their cohort via Zoom each year
- Share scored samples of student work from each module – along with data analysis – as well as reflections about the work with LDC and with the members of the other cohorts (this happens as part of the above referenced online, asynchronous PD)
- Complete several teacher surveys over the course of the fellowship

After reviewing applications, LDC will invite the best-situated applicants to join the fellowship, put others on a wait-list to join either for this or for the following year, while letting others know that they have not been selected.

Curriculum Samples

LCL teachers will be able to select from a set of curricular modules organized by [this curriculum map](#). LCL's current set of modules that teachers can pick from [can be seen here](#) (many have already been built for Grade 6-8 implementation for 2023-24, but numerous more are being developed, especially for Grades 9-12). By Fall 2024, the set will include 75+ modules ranging from Grade 3 to Grade 12, and all of the current modules will have been revised based on feedback from teachers in the field.

All modules will be aligned to CCSS and C3 standards, but will also be informed by state content standards. As noted above, the modules will focus on topics to help students grapple with challenges that confront democracy and civic life in America today, while giving them an intentional opportunity to read, critically think, discuss, and write about those topics.

- [6th-8th Grade SS Causal Analysis: Race-Based Laws in the American Colonies](#)

- [6th-8th Grade SS Causal Analysis: Great Law of Peace & US Constitution](#)
- [6th-8th Grade SS Historical Analysis: Approaches to Civil Rights](#)
- [11th-12th Grade SS Op-Ed: Free Speech in Schools](#)
- [11th-12th Grade SS Policy Analysis: The Senate Filibuster](#)

LITERACY DESIGN
COLLABORATIVE

Literacy for Civic Life (LCL) Modules

LCL Modules address critical topics across C3's four core disciplines

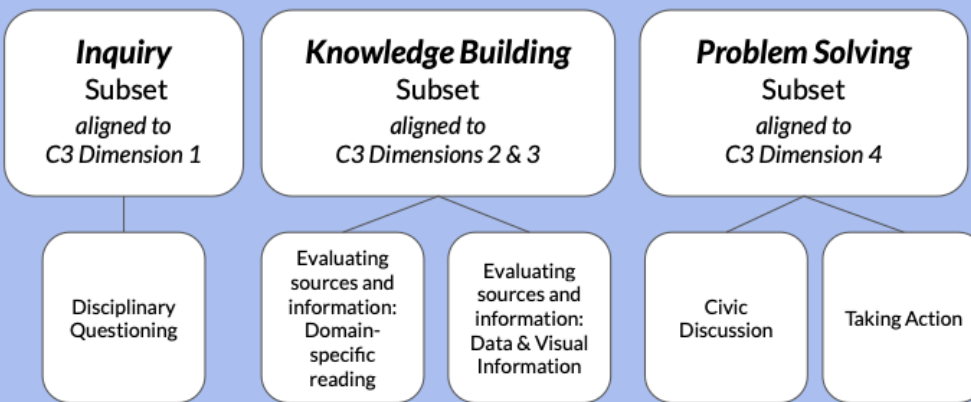
U.S. History

Civics

Geography

Economics

LCL Modules, each anchored by a standards-driven performance task, feature instructional plans that guide students along C3's inquiry arc. The full set of LCL Modules spans Grades 3-12, and are divided into subsets based on the skills inherent to each part of the inquiry arc they emphasize.



Understanding historical context
Exploring identity & positionality in the discipline
(emphasized in all subsets across modules)

The instructional plans culminate in students responding to the performance task by creating authentic disciplinary products that can be scored with LDC's standards-driven rubrics. Products include:

- Historical Analysis
- Opinion Editorial
- Policy Memo
- Legal Brief
- Speech
- Position Paper
- Causal Analysis

LCL Curriculum Map

| | Q1 | Q2 | Q3 | Q4 |
|--|---|--|--|--|
| | Inquiry | Knowledge Building | | Problem Solving |
| C3 Standards | D3 | | | |
| | D1 | D2.Civ D2.Eco D2.Geo D2.His | | D4 |
| Writing Purpose (Based on Emphasized C3 Dimension) | Sharpen fundamental inquiry skills in the social studies context | Independently make meaning from key text types in social studies | | Enhance comprehension through productive discussion, and produce purposeful writing for the real world |
| Key Social Studies Skills | Understanding historical context | | | |
| | Exploring identity & positionality in the discipline | | | |
| | Disciplinary Questioning | Evaluating sources and information: domain-specific reading | Evaluating sources and information: data & visual information | Civic discussion |
| | | | | Taking action |
| Reading Standards | R2 | | | |
| | R3 | | | |
| | R6 | | | |
| | R7 | | | |
| | R8 | | | |
| Writing Mode | I/E or Arg | | | |
| Writing Products | Causal Analysis (R3 / W1) Policy Analysis or Memo (R3 / W2) Position Paper (R3 / W1) Legal Brief (R6 / W1) Opinion Editorial (R6 / W1) Historical Analysis (R6 / W1 or W2) | | Historiographical Essay (R6 / W2) Speech Press Release Article Comparative Essay Proposal | |

| Content Themes | Content Themes | C3 Social Studies Disciplinary Concepts | | | |
|--|----------------|---|--------|-----|------|
| | | U.S. Hist | Civics | Geo | Econ |
| | | African-American History | X | X | |
| Asian-American History | X | X | | | |
| Civil Rights & Civil Liberties | X | X | | X | |
| Domestic & Foreign Policy | X | X | | X | |
| Economic Events: Great Depression, Great Recession | X | X | | X | |
| Environmental Equity | X | X | X | X | |
| Exploration, Colonialism, & Expansion | X | | X | | |
| Immigration, Immigrant Rights, and Population Shifts | X | X | X | | |
| Indigenous History & Rights | X | X | | | |
| Institutions of U.S. Government | | X | | | |
| Latinx History | X | X | | | |
| LGBTQ+ History | X | X | | | |
| Mass Media | | X | | | |
| Slavery, the Civil War, & Reconstruction | X | X | | | |
| The U.S. Constitution & Other Founding Documents | X | X | | | |
| Women's Equality | X | X | | | |