

## Civics and Social Studies Articles of Interest:

**Student Discourse as part of Civic Life:** <https://youtu.be/2ADAY9AQm54>

**6 Proven Practices:** <http://www.powerofdemocracy.org/wp-content/uploads/2017/02/Six-Proven-Practices-in-Civic-Learning.pdf>

<http://www.c3teachers.org/>: The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the [College, Career, and Civic Life \(C3\) Framework for State Social Studies Standards](#) (2013). Unique to the IDM is the blueprint, a one-page representation of the questions, tasks, and sources that define a curricular inquiry.

<https://civxnow.org/systems-map>: The Platform is designed to provide state leaders with options from which they may choose to establish policies that are best suited to the circumstances of their respective states. These recommendations draw upon both current research and experience in states that are leading the nation in enacting effective policies.

<https://go.newsela.com/rs/628-ZPE-510/images/Making%20Time%20for%20SS.pdf?alid=536779766>: In the 2013 The Atlantic article, "[Bring Back Social Studies](#)," a study by the Carnegie Corporation of New York revealed that students who receive a solid social studies education are more likely to vote, four times more likely to volunteer in their communities, and are more confident in communicating with their elected representatives. Also, an effective social studies education has the power to close the civic achievement gap, which hits low-income families the hardest.

<https://www.brookings.edu/blog/brown-center-chalkboard/2018/07/23/what-does-civics-education-look-like-in-america/>: A high-quality civics education thus includes opportunities for students to engage in activities within the classroom that model what democratic processes look like, as well as opportunities to participate in the civic life of their communities and learn from this participation as a formal part of their coursework.

<https://www.kqed.org/mindshift/51878/how-to-make-a-civics-education-stick>: In their last legislative sessions, [27 states considered bills or other proposals](#) that aim to answer these questions. Many of those proposals are rooted in popular ideas about the best ways to teach civics, including when kids should start, what they should learn and how to apply those lessons.

<http://stemteachingtools.org/brief/35>: Learning happens through talking. And yet, student talk typically makes up [less than 20% of the time spent in science class](#), and of that small amount of time, very little is focused on [student sensemaking](#). However, specific instructional approaches—or 'talk activities'—can be used to support students' three-dimensional science learning.

**Washington History Day Project Links:** [https://drive.google.com/file/d/1-a2Eq4u0-nFSMSFN6SJd4LtIsRPug7\\_o/view](https://drive.google.com/file/d/1-a2Eq4u0-nFSMSFN6SJd4LtIsRPug7_o/view); <https://www.youtube.com/watch?v=lgWCVnFVzuk>; <https://www.youtube.com/watch?v=JpTZxm8l6mA>