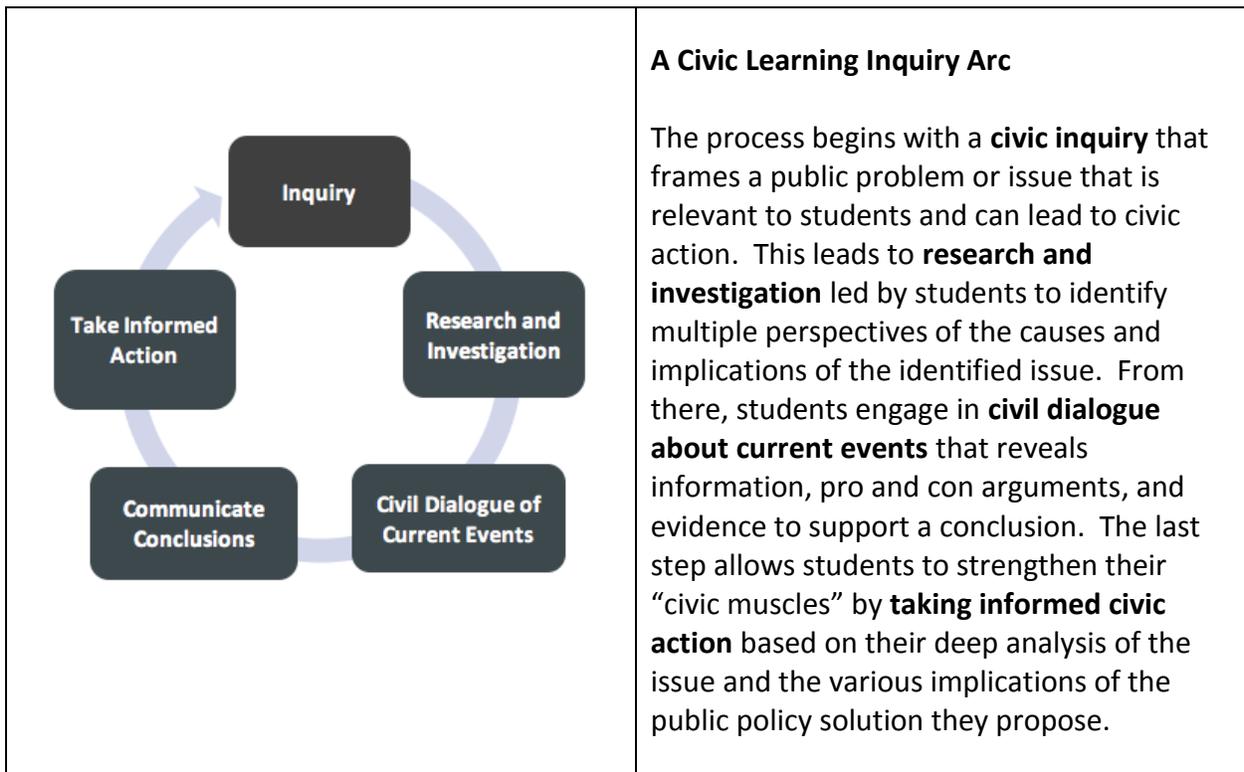


Civic Learning

The Six Proven Practices and an Inquiry Based Approach

An Inquiry Based Approach to Civic Learning

An inquiry based approach to teaching is promoted in California’s updated Frameworks for California History-Social Science, English Language Arts/English Language Development, and Science. The following inquiry based approach to civic learning, like other civic learning approaches, is designed to strengthen civic knowledge, skills, and dispositions.



The Six Proven Practices of a Well Rounded Civic Learning Education

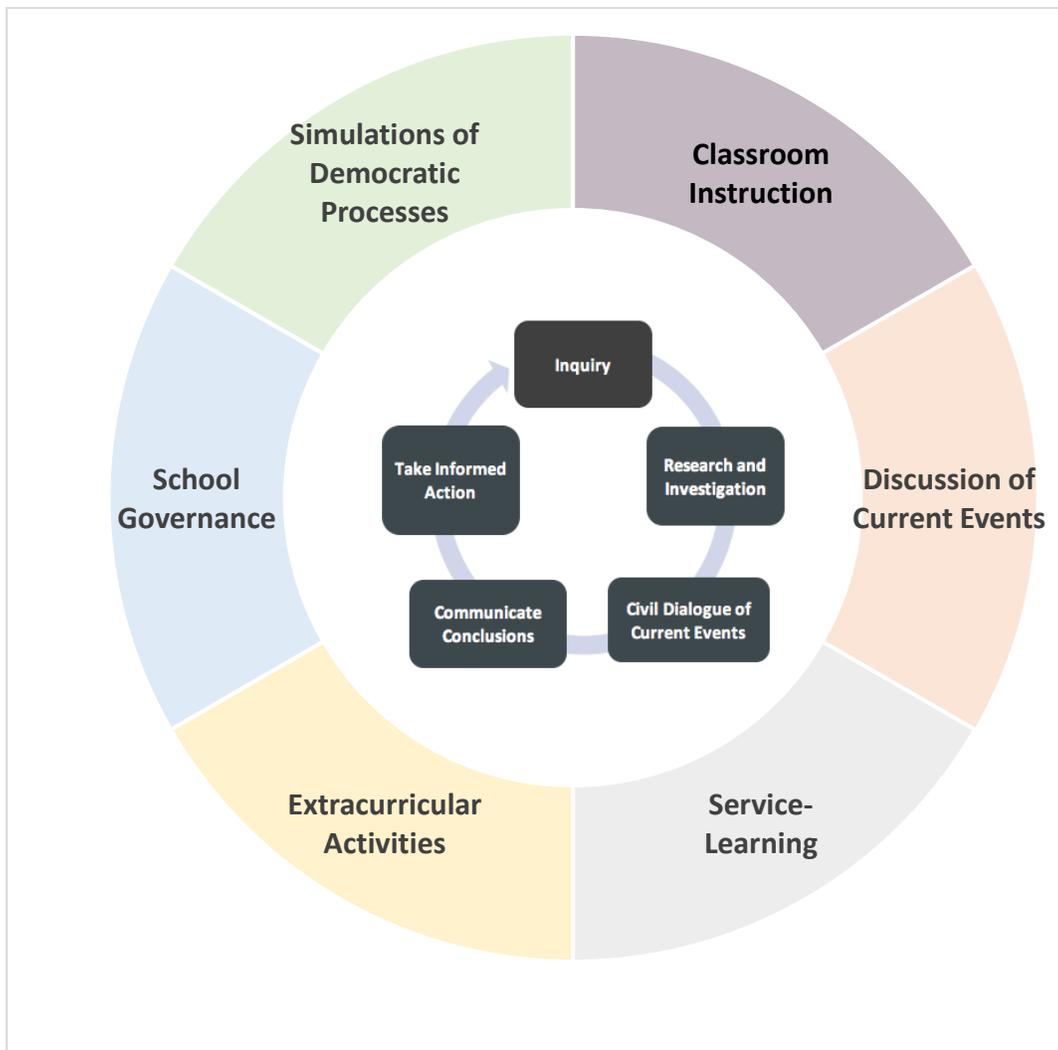
The California History-Social Science Framework also includes the *Guardian of Democracy* Report’s six research-based practices that, together, have proven to provide a well-rounded civic learning experience for young people.¹

¹ *Guardian of Democracy: The Civic Mission of Schools*, The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools, civicmissionofschools.org

1. **Classroom Instruction:** Provide instruction in government, history, economics, law, and democracy.
2. **Discussion of Current Events:** Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.
3. **Service-Learning:** Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
4. **Extracurricular Activities:** Offer opportunities for young people to get involved in their schools or communities outside of the classroom.
5. **School Governance:** Encourage student participation in school governance.
6. **Simulations of Democratic Processes:** Encourage students to participate in simulations of democratic processes and procedures.

A Civic Learning Inquiry Arc and the Six Proven Practices

Working in tandem, the elements of a civic learning inquiry arc and the Six Proven Practices can optimize a civic learning experience for students by providing research-based approaches to solve real world problems in an effective, relevant, meaningful manner. Each of the Six Proven Practices support different aspects of a civic learning inquiry approach.



- **Classroom Instruction** directly supports the *Research and Investigation* element of civic learning by providing students with background information about the function and structure of government, determining which government agencies direct policy to address different local, state, and national issues; and understand the impact of history, economics, geography, and the law when exploring possible solutions.
- **Discussion of Current Events** can be a source for developing a *Civic Inquiry*. When students analyze current events during the *Research and Investigation* process, students strengthen information literacy skills such as evaluating sources. And as students discuss the news, communication skills are also developed, such as supporting an argument with evidence and communicating with civility.
- **Service-Learning** engages students in a process to *Take Informed Action* to address community issues. Civic-oriented service-learning encourages students to tackle significant problems at local, state, national and/or international levels and seek long term solutions.
- **Extracurricular Activities**, such as clubs and other afterschool programs, can provide ample opportunities for students to experience a civic learning inquiry arc in totality.
- **School Governance** can engage students in processes to also address issues that arise in the school community by inviting them to pose an *Inquiry*, conduct *Research and Investigation*, engage in *Civil Dialogue*, *Communicate Conclusions*, and *Take Informed Action*.
- **Simulations of Democratic Processes**, such as mock trials, mock elections, and mock Congressional hearings provide ample opportunities for students to pose an *Inquiry*, conduct *Research and Investigation* of an issue, and engage in *Civil Dialogue of Current Events* and *Communicate Conclusions*.