Civics Secures Democracy Act
Advocacy Week
May 16-20, 2021
The federal government currently invests 5 cents per student in civics versus $54 per student on STEM; CSD would address this disparity.
The Civics Secures Democracy Act is a bipartisan $1 billion federal bill.

Civics Secures Democracy Act

Expands access to American history and civics

Empowers students to participate in our constitutional democracy

Protects the health of our constitutional democracy

Invests in American history and civics
CIVICS SECURES DEMOCRACY ACT

This is the moment to rebuild the nation's civic strength. We need to invest in civic education. The federal government cannot and should not mandate school curricula, but it can use its authorities and resources to support the nation's schools in preparing young people for our system of self-government.

The Civics Secures Democracy (CSD) Act [HR 1814] [S. 879] creates grants for states and districts to support and expand access to U.S. history and civics to meet the needs of today's students and our constitutional democracy.
The bill:

- Protects the health of our constitutional democracy by prioritizing American history and civics in our nation's schools.
- Reverses chronic underinvestment by providing funding to states and school districts to support quality history and civic education that informs and empowers students to participate in our constitutional democracy.
- Encourages more frequent and robust administration of the National Assessment of Educational Progress (NAEP) in history and civics, providing rich data on student outcomes for teachers, school districts, and states.
- Supports the Prince Hall Fellowship Program to strengthen our history and civics teaching corps and diversify the educator pipeline.

Bill overview; updated text; linked summary document; House and Senate bill links.
Civics Secures Democracy Act

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Find Your Elected Officials

Search

Street Address  Zip  GO

Browse by state or last name

Elected officials directory: local, state, and federal

Input address to take part in CSD campaign
Email and phone call scripts for House and Senate

Contact Information
Prefix (required)
First Name (required)
Last Name (required)
Email (required)
Mobile or Home Phone (required)

Calls

Sen. Elizabeth Warren
(D-MA)
202-224-4543

Hello,

My name is _______ and I’m a _______ [educator / parent / position at _____ member organization] and a constituent of Senator _______. I’m calling to encourage the Senator to cosponsor the bipartisan Civics Secures Democracy Act, cosponsored by House Representatives Rosa DeLauro, Tom Cole, Earl Blumenauer, and Senators, Chris Coons and John Cornyn. This bill is focused on providing resources to states and districts for quality American history and civics.

As a _______ [insert title], I have witnessed the necessity of prioritizing American history and civics across the United States. [Insert your individual reason for supporting the bill]

To sign on as a cosponsor of the Civics Secures Democracy Act, please contact Corey Linehan in Senator Coons’ Office at Corey_Linehan@coons.senate.gov or Alaura Ervin in Senator Cornyn’s office at Alaura_Ervin@cornyn.senate.gov.

Thank you for taking the time to hear my request.

[Your Full Name]
Spread the word on social media

SOCIAL MEDIA TOOLKIT

SHOW YOUR SUPPORT ON SOCIAL MEDIA

SAMPLE TWEETS TO SHARE ON TWITTER:

Support the bipartisan Civics Secures Democracy Act TODAY by asking your Representative & Senators to sign on as a co-sponsor. Take action with our toolkit: bit.ly/supportcsd

I will be writing to my Senators to ask them to co-sponsor the bipartisan Civics Secures Democracy Act. Join me! bit.ly/supportcsd

Back Senators @JohnCornyn & @ChrisCoons and Representatives @rosadelphia & @TomColeyOK04 in their bipartisan effort to gain support for the Civics Secures Democracy Act. Urge your Rep. & Senators to co-sponsor: bit.ly/supportcsd

Facebook:
Key links:

★ 15 minute video tutorial on tools: https://bit.ly/CivicsAdvocacyWeek
We Can’t Wait: Educating Students for American Democracy

May 18, 2022 3:00-4:00 pm EST
A Cross Ideological Team of Expert Historians, Political Scientists and Educators + 300 Contributors

Funded By

National Endowment for the Humanities

Led By

CIRCLE
iCivics

Jonathan M. Tisch
College of Civic Life
Educating for American Democracy explores what and how to teach civics and history, building students’ knowledge and capacities to sustain America’s constitutional democracy.
DESIGN CHALLENGE 1: Motivating Agency, Sustaining the Republic

DESIGN CHALLENGE 2: America’s Plural Yet Shared Story

DESIGN CHALLENGE 3: Simultaneously Celebrating and Critiquing Compromise

DESIGN CHALLENGE 4: Civic Honesty, Reflective Patriotism

DESIGN CHALLENGE 5: Balancing the Concrete and the Abstract
Design Challenge 2: America’s Plural Yet Shared Stories

DC 2.1: How can we integrate the perspectives of Americans from all different backgrounds when narrating a history of the U.S. and explicating the content of the philosophical foundations of American constitutional democracy?

DC 2.2: How can we do so consistently across all historical periods and conceptual content?

DC 2.3: How can this more plural and more complete story of our history and foundations also be a common story, the shared inheritance of all Americans?
The Seven Themes

Contemporary Debates & Possibilities
Civic Participation
A People in the World
Our Changing Landscape
We, the People
Institutional & Social Transformation
A New Government & Constitution
The Six Core Pedagogical Principles
The Seven Themes

1. Excellence for All

2. Growth Mindset and Capacity Building

3. Building an EAD-ready Classroom and School

4. Inquiry as Primary Mode of Learning

5. Practice of Constitutional Democracy and Student Agency

6. Assess, Reflect, and Improve

Educating for American Democracy
Pedagogy Principles
What?
EAD teachers model practices of citizens in constitutional democracy and develop student agency by integrating opportunities for students to engage in civic practices and actions that are relevant, responsible, and informed. Students learn how to exercise and understand civil rights and responsibilities to address issues that are pertinent to their communities. Such experiences in and beyond the classroom satisfy students’ understanding of contents and provide opportunities to reflect on their learning. Through direct engagement with real-world issues, students understand what it means to support and challenge existing rules and institutions, as well as how to value principles while making compromises when needed. In other words, Principle 5 provides rich opportunities for students and teachers to explore and apply the EAD design challenges in real-world settings.

How?
Students have opportunities to engage in practices for constitutional democracy across multiple settings such as the classroom, school, and community. The practices allow students to demonstrate a commitment to “excellence for all” by modeling fair and just democratic processes. Substantive student leadership and democratic practice opportunities within schools include student government, student voice committees, and participatory budgeting, all of which allow increasing levels of student participation in developmentally appropriate decision-making. Connecting with local civic and political leaders and community organizations allows students to take informed action. Classroom-based practices of constitutional democracy is a pedagogical approach that centers the student in the instructional activity and cultivates the daily habits of a learner and citizen. Such repeated, even daily processes allow students to master the content and concepts of American constitutional democracy by regularly engaging in its practice. When done well, direct engagement encourages student-teacher contact, student collaboration, and active learning and reflection. As is the case with all other pedagogies, direct engagement works for early learners and mature students alike. Examples include:
- Classroom democracy
- Class governance and creating class compacts
- Participatory budgeting
- Classroom-based deliberation and collaborative decision-making
- School-based policy-making (students inputs, student-led proposals, student advisory and government)

Why?
The EAD Roadmap starts and ends with civic participation, underscoring the importance of developing students’ skills, knowledge, and agency for participation in constitutional democracy. EAD teachers use the Roadmap to teach about how people of the United States govern our constitutional democracy, and explicate the challenges people have grappled with in pursuit of a more perfect union. Students need opportunities to engage firsthand in the practices of constitutional democracy from the early elementary grades (even preschool when possible), because these experiences expand students’ ability to answer EAD’s overarching questions and wrestle with the design challenges.

Project-based learning (PBL) is an instructional approach that helps students to acquire deeper content knowledge and academic and civic skills by working for an extended period of time actively exploring complex and real-world issues. PBL can be collaborative or self-directed. It does not replace content, but deepens it, as students engage with, reflect on, and often create something content-rich (e.g., essay, legislative proposal, recommendations for leaders, action plan). There are many variations to PBL, but most are characterized by deeper learning in context, for sustained periods of time. Examples of these activities include:
- Authentic writing tasks/media production
- Critical service-learning
- Civic engagement projects leading to informed action
- Interdisciplinary research projects
- Collaborative projects
- Action civics

Fields or community-based activities are an exciting and effective way to inspire student interest in historical and civic topics, as well as deepen their knowledge and develop relevant skills. When direct forms of participation are available off campus, field trips to these spaces allow students to experience or practice them. Similarly, students can learn more about government by directly interacting with public or elected officials. When a particular concept, practice, or position is not accessible for students—for example, passing a federal law, running for president, or serving on a jury—simulations offer powerful alternatives for them to experience it.

Example activities include:
- Place-based learning
- Showcases and competitions
- Interactions with public and elected officials
- Coordinated learning opportunities with community organizations and extracurricular programs

Practices of constitutional democracy within and beyond the classroom enhance a sense of community, inclusion, competency, character, and contribute to the opportunities to practice civic friendship, civil disagreements, and civic virtues.
Welcome to Educating for American Democracy. We have created a roadmap for excellence in history and civics.

www.educatingforamericananddemocracy.org
Educator Resources

Want to know more about implementing the roadmap in your classroom? Read the Pedagogy Companion

The curated resources linked below are an initial sample of the resources coming from a collaborative and rigorous review process with the EAD Consent Curation Task Force.

Search 92 items: Civic Horizons, Reflective Patriotism, Simultaneously Celebrating & Critiquing Compromise, clear all

Order by: Title A-Z

Filter by:
GRADE LEVEL

THE SEVEN THEMES

THE FIVE DESIGN CHALLENGES

Clear All

Motivating Agency, Sustaining the Republic (11)
American (Plain) Yet Shared Story

60-Second Civics

9/11 and the Constitution

America Transformed: Native Viewpoints on 19th Century

American Experiments: Ideals and Images

American Experiments: My Fellow Citizens

American Experiments: Where Do You Stand on
Join the network. Add your voice. Follow us @EADRoadmap and share your enthusiasm and ideas with #EADRoadmap

EDUCATING FOR

AMERICAN

★ DEMOCRACY
Inquiry for Every Student

High quality instructional materials with embedded professional learning to support the shift to inquiry.

- **INQUIRY-BASED HQIM**
  Customizable and responsive to the students in every classroom

- **CURRICULUM BASED PL**
  Embedded and ongoing to grow teacher practice
So We Have a Destination...
But inquiry can be a *major* shift in instruction.
Supporting the Shift

1. Make Time for Social Studies
2. Adopt High Quality Instructional Materials
3. Support the Shift with Ongoing CBPL
Make Time for Social Studies

Social Studies has taken a backseat despite its impact on ELA.

https://fordhaminstitute.org/national/resources/social-studies-instruction-and-reading-comprehension
Adopt High Quality Instructional Materials

High quality instructional materials aren’t just for ELA, math, and science!!!
Support the Shift with Ongoing CBPL

- HIGH QUALITY INSTRUCTIONAL MATERIALS
- IMPLEMENTATION COACHING
- INSTRUCTIONAL & SCHOOL LEADERS
Social Emotional Learning and Civics:
Developing Engaged Citizens
Dr. Erin Bogan
The Collaborative for Academic, Social, and Emotional Learning (CASEL)
The Collaborative for Academic, Social and Emotional Learning

CASEL’s mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.
About CASEL

- Research- Practice Partnerships (RPP)
- The Program Guide
- Collaborating Districts Initiative (CDI)
- Districts Resource Center and Guide to Schoolwide SEL
- Collaborating States Initiative (CSI)
‘The Wheel’
Transformative SEL

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

This form of SEL is aimed at redistributing power to more fully engage young people and adults in working toward just and equitable schools and communities. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem-solving within the CASEL framework.
# SEL Focal Constructs

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How do we support the development of engaged citizens?
# SEL Focal Constructs

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Learn more: casel.org
Collaborative Problem-Solving and Democracy

Jagers, Skoog-Hoffman, Barthelus, & Schlund, 2021

Collaborative problem solving acknowledges and helps realize the collective rights and responsibilities of full citizenship in local, national, and global community contexts. It is a critical feature of efforts to pursue equity and excellence.

Collaborative problem solving is defined as the capacity of an individual to effectively engage in a process whereby two or more people attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution.
A TSEL and Civic Engagement Framework In Action

Instruction
- Reflects students’ lived experiences and identities

Academic Content
- Acknowledges issues of race, class, and culture

Classrooms
- Allow for project-based learning; students share authority and decision-making power around issues that impact their families, schools and communities
- All students feel a sense of belonging and are engaged
Looking Ahead

What does this mean for the field…

- Clarifying the overlap between Civics and SEL
- Defining SEL and Civics and creating a shared vocabulary for educators
- Helping classroom teachers to continue to engage in practices that support these skills and competencies, which undergird all facets of learning
Erin Bogan
Ebogan@Casel.org
The Power of Play
ABOUT PLAYWORKS

We believe in the power of play to bring out the best in every kid.

Playworks is the leading national nonprofit leveraging play to transform school communities.

Since 1996, 25 Years and Counting

Over 8.2 Million Kids

Over 16,400 partnerships
A successful Playworks partnership can propel school climate and academic engagement, while also:

- Motivating students to go to school, building critical social skills, increasing their physical activity and energizing them throughout the school day
- Providing a space where children can learn and practice necessary life skills, make new friends and build community

99% agree that Playworks helps students learn cooperation skills

98% agree that Playworks helps increases the number of students engaged in healthy play with their peers

98% agree that Playworks helps improve overall school climate

94% agree that Playworks reduces the number of conflicts originating on the playground and spilling into the classroom

Of educators in Playworks schools surveyed in 2021...
Considerations

- The **playground** is a **great environment** for learning and practicing concepts and skills related to **building relationships** and **building community**.

- **Play** is a **joyful and effective way** for students to develop leadership, cooperation, teamwork, problem-solving, and other skills.

- **Games** are a fun, experiential, and easy way to **reinforce concepts related to civic education**.