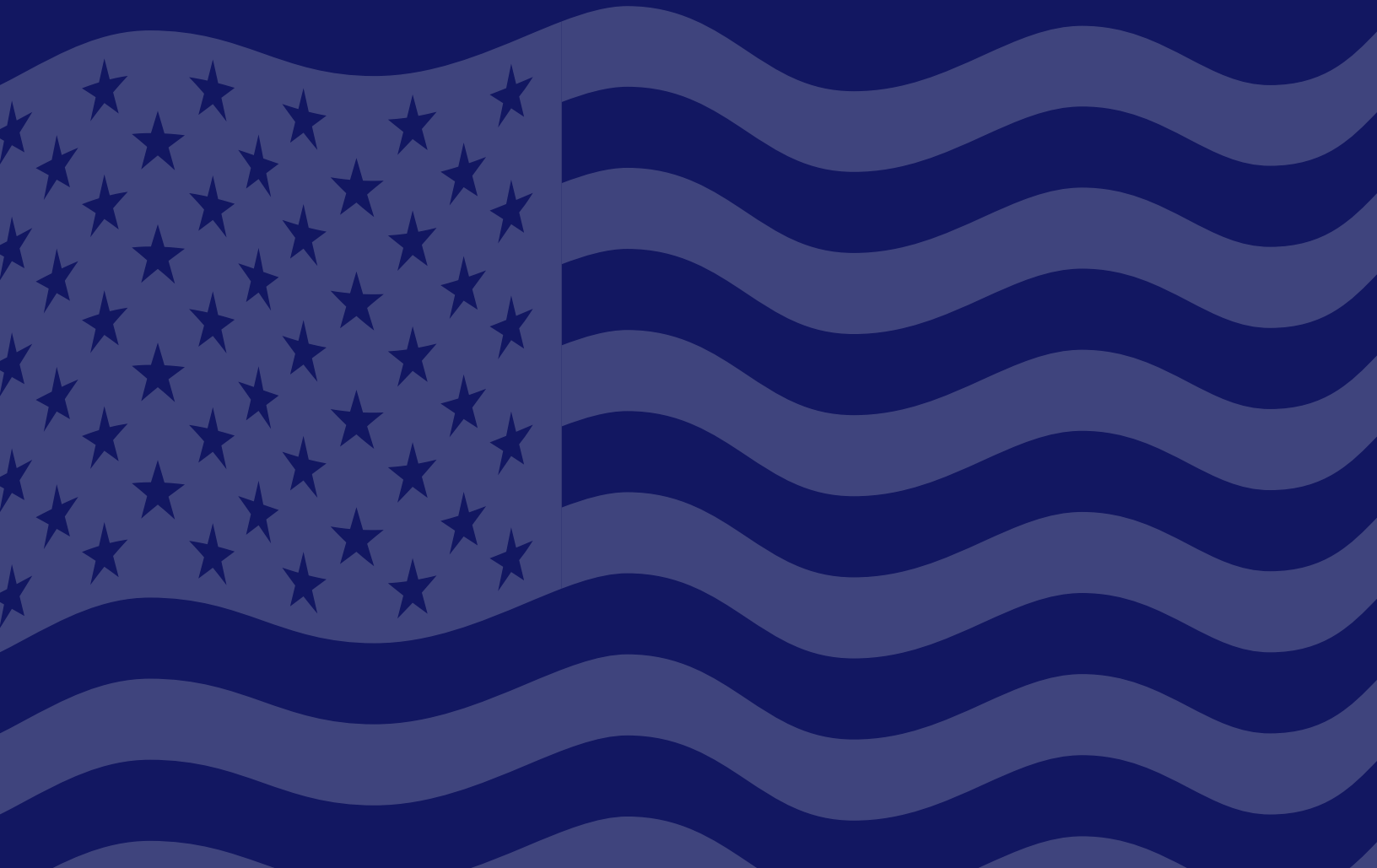


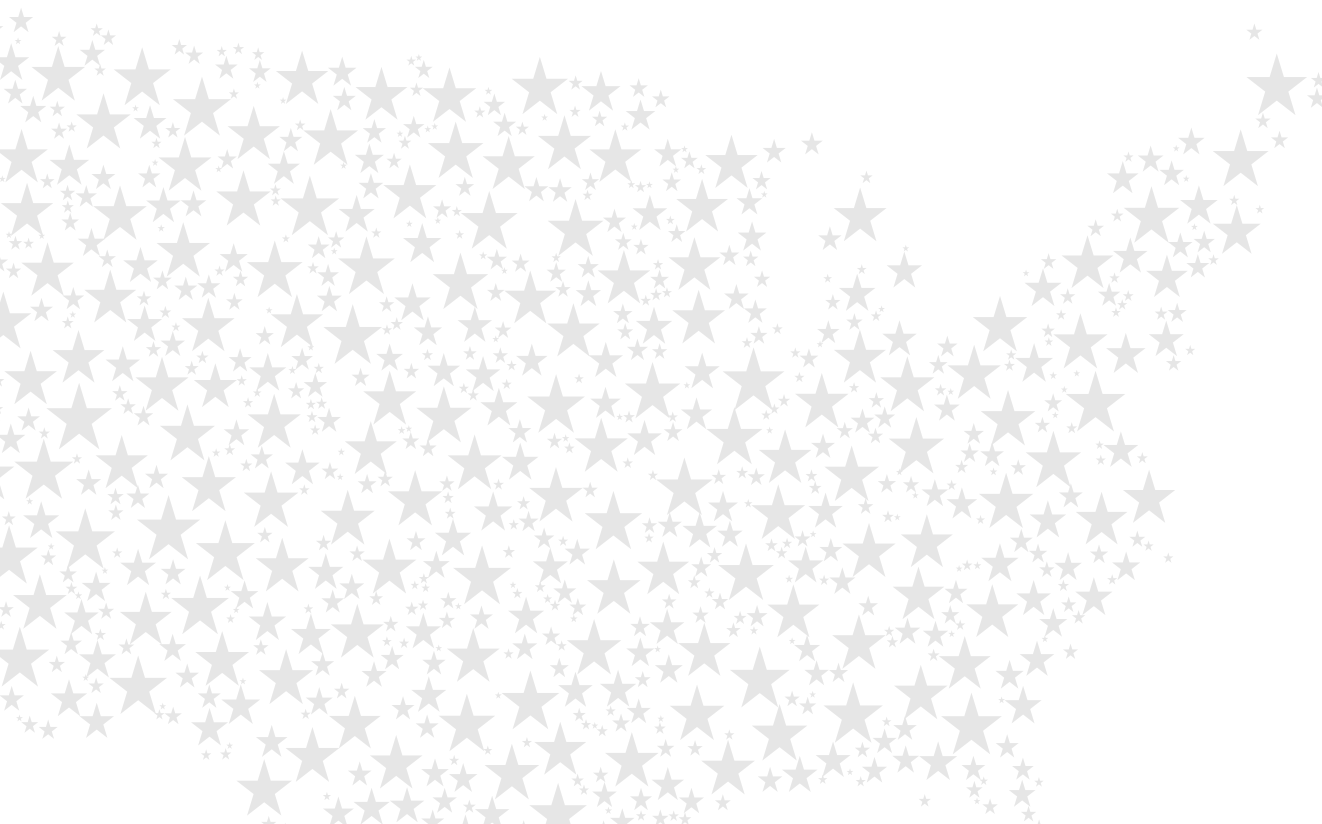
EDUCATING FOR
AMERICAN
 **DEMOCRACY**

STATE STANDARD GUIDANCE



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1. INTRODUCTION: PURPOSE AND BACKGROUND

This brief is intended for committees charged with revising state standards, policymakers considering standards revision in their states, and state leaders who want to implement and use their existing standards in ways that are consistent with the *Roadmap to Educating for American Democracy (EAD)*. They can use the *EAD Roadmap* in many ways, including:

- revising state social studies standards
- supporting and implementing current standards
- coordinating with social studies district and school leaders to develop support documents for using the *Roadmap* in their districts and schools
- sharing the Pedagogy guidance with educators and administrators
- providing and/or supporting professional development on use of the *EAD Roadmap* in school districts, schools, and classrooms
- connecting educators to resources that support the use of the *Roadmap*
- providing information sessions on the *Roadmap* to stakeholder groups
- communicating information about the *Roadmap* to state networks

The purpose of this State Standards Guidance is to provide an understanding of the *Roadmap* and how it may be used in two key areas:

1. Revising of state social studies standards
2. Supporting the implementation of existing standards

The *EAD Roadmap* is not designed to establish national standards, nor is it a curriculum. In the U.S., responsibility for education rests ultimately with states, which set standards in education for local school units to implement and follow. The *Roadmap* recognizes the diversity of the multiple contexts across states and affirms the value of diverse approaches to history and civic learning. While the *Roadmap* provides guidance, the responsibility rests with states and local school districts to make decisions that meet local needs.

**The end goal of the
Roadmap is to strengthen
civic and history education
for all learners so they
become active, thoughtful
participants well prepared
to lead a healthy
constitutional republic.**

The *EAD Roadmap* is designed to be accessible to and useful for a range of audiences and purposes. Educators at all levels may use the *Roadmap* as guidance for revising standards, curricula, instructional support tools, professional development programs, textbooks, and other materials. State level social studies directors may find it most useful as a research-based guidance document that can support decisions about what to include in state standards documents and aid implementation.

The *EAD Roadmap* braids historical concepts and content with civics in every grade band. Though the *Roadmap* is organized thematically, it encompasses chronologically specific content, and scaffolds the core historical skill of thinking in time. In the early grade bands, varied social studies curricula are often structured thematically, blending history, government, and other ways of knowing. By middle school and high school, History classes will typically be framed by time period and place — early American history in 8th grade and post-Civil War history in the junior year, for example. The *Roadmap* is designed to complement both approaches, and to help them to reinforce each other — bringing the why and now of Civics into conversation to the when, what, and how of History, and vice versa. We champion chronology through thematic organization, and connect thinking-in-time to broad thematic arcs.

2. A BRIEF OVERVIEW OF THE EAD ROADMAP

At its core, the *Roadmap* to Educating for American Democracy focuses on the value of the inquiry process and reasonable discourse that encourages the exploration of open-ended questions. It seeks to empower teachers and students to explore hard issues in the American past and in contemporary public life, by engaging from multiple perspectives and using a variety of primary and secondary sources. The *EAD Roadmap* makes the case - and provides guidance — for inquiry as an effective method for high-quality teaching and learning. It engages historical content and teaches evidence literacy from the earliest grades through high school. Students engaged in the inquiry process take and defend positions on deep and meaningful historical and political questions, and learn to evaluate competing answers. They communicate their work in varied modalities. The Inquiry Process serves to actively engage students in developing new understanding and to deepen conceptual understanding of content, going beyond the names, dates, and facts that can dominate history and civics teaching and learning. The end goal of the *Roadmap* is to strengthen civic and history education for all learners so they become active, thoughtful participants well prepared to lead a healthy constitutional republic.

3. USES OF THE ROADMAP

Introduction: Using the *EAD Roadmap* to Help Revise State Standards?

How Can State-Level Social Studies Directors and Others Charged with Overseeing State Standards Make the Most Effective Use of the *EAD Roadmap* for Revision of State Standards?

Although the process for creating and revising standards differs among the states and the District of Columbia, similarities exist. The process is usually facilitated by a state social studies specialist who leads a group of educators and content experts in revision and drafting. Decisions are based on gaps in the standards, research, stakeholder feedback, and educator expertise. The process usually involves public comment and then adoption by state boards of education before they are released to educators.

State leaders may face constraints when revising standards, including legislation and policies that limit the scope of the revision. Changes must be accurate, developmentally appropriate, have a coherent progression, and attract community support.

State level social studies specialists engaged in standards revision can take advantage of the guidance offered in the *EAD Roadmap*. The *Roadmap* may be used to help revise:

1. the vision, mission, and/or guiding principles of the standards document
2. the structure of history and civics standards
3. the content and skills in the standard.

For the purposes of this document, we will make a distinction between standards and curriculum. Standards outline knowledge/content and skills: what students should know and be able to do, at each grade level and/or grade band. Curriculum refers to the resources and instructional strategies used for teaching and learning the standards. The revision of state standards focuses on shifting the expectations for knowledge/content and skills, while curricular decisions are usually made at the local level.

In the next sections are illustrations of how the *EAD Roadmap* can be used in the revision of state standards. These examples do not cover all the ways the *Roadmap* can be used. States may need to modify and adjust the steps to meet their unique circumstances.

3.1 EVALUATING STANDARDS, DEFINING PRINCIPLES: THE ROLE OF DESIGN CHALLENGES

The design challenges highlight meaningful dilemmas that educators encounter while designing a high-quality history and civics program. They examine points of tension inherent in the teaching of civics and history, seeking to leverage rather than to minimize these sticking points. For state level social studies specialists and others charged with overseeing state standards, reckoning with the design challenges is an important first step in standards revision. They serve as a tool to establish the mission, vision and key challenges/goals for the revision of standards. They can also serve as the foundation for the philosophical--or guiding-- principles of the standards. As such, they provide a set of criteria for:

1. Evaluating the strengths and gaps in the current standards; and
2. Determining the key elements to include in drafting high quality social studies standards

Table 1 provides an example of using the *Roadmap's* design challenges to set the stage for standards revision. Later the challenges and goals can be drafted into a coherent set of guiding principles that will become part of the standards document.

Table 01 MISSION, VISION and POSSIBLE GOALS

MISSION FOR STANDARDS REVISION

To develop standards that support high quality, comprehensive and inclusive history and civics teaching and learning

VISION FOR STANDARD REVISION

The vision for the revision of standards is that they will reflect a commitment to developing students' conceptual understanding, topical knowledge, and skills, so that they may engage effectively with the following challenges that lie at the heart of high-quality history and civics education.

Table **01** **MISSION, VISION**
and **POSSIBLE GOALS**

CHALLENGES / GOALS Points of tension in high quality history and civics teaching and learning/possible goals for revision of standards (and curriculum)

DESIGN CHALLENGE	1	<p>MOTIVATING AGENCY, SUSTAINING THE REPUBLIC</p> <ul style="list-style-type: none"> To help students to see their own role as “citizens and civic participants”
DESIGN CHALLENGE	2	<p>AMERICA'S PLURAL YET SHARED STORY</p> <ul style="list-style-type: none"> To address equity and a diversity of perspectives while affirming shared inheritance of we the People of the United States
DESIGN CHALLENGE	3	<p>SIMULTANEOUSLY CELEBRATING & CRITIQUING COMPROMISE</p> <ul style="list-style-type: none"> To support students in learning civic dispositions
DESIGN CHALLENGE	4	<p>CIVIC HONESTY, REFLECTIVE PATRIOTISM</p> <ul style="list-style-type: none"> To support students in balancing love of country and an honest reckoning with our shortcomings and imperfections
DESIGN CHALLENGE	5	<p>BALANCING THE CONCRETE & THE ABSTRACT</p> <ul style="list-style-type: none"> To enhance historical/ chronological rigor and also deepen student understanding of themes and concepts in history and civics.

3.2 REVISING THE STRUCTURE OF STANDARDS: THE ROLE OF DESIGN CHALLENGE 5, THEMES AND THEMATIC QUESTIONS

After working groups use the criteria in the design challenges to evaluate their current standards and set goals for the revision, they can proceed to the next step: devising the structure of new standards. There are many different ways to structure standards, and the flexibility of the *EAD Roadmap* supports different approaches.

In fact, Design Challenge 5: Balancing the Concrete and the Abstract, acknowledges the constructive tensions between two common approaches to social studies teaching – the chronological and the thematic. This challenge focuses on the balance between teaching history and civics through a concrete, narrative and chronological structure (the “what”), and teaching these subjects through a thematic and conceptual framework that stretches across historical periods and years of instruction (the “why”). Chronological and thematic approaches are not mutually exclusive; in fact, a robust history and civics program uses a combination of the two. Students need an understanding of chronology so that they can understand such vital concepts as continuity and change, and cause and effect. They need grounding in chronology, too, to effectively compare people, places, and events over time. The *Roadmap’s* themes and thematic questions are equally essential, allowing students to organize and retain their knowledge and to create meaningful connections across topics and grade bands. This is why several of the *Roadmap’s* themes have an explicit chronological anchor, and why so many of its Thematic Questions, Key Concepts, Driving Questions, and Sample Guiding Questions center on specific periods and events. Ultimately it is the decision of the state to decide how they will balance the what and the why in different parts of their standards.

A state can choose to organize its standards in a thematic structure, using the *Roadmap’s* seven themes to write overarching Anchor Standards that would be consistent across grades K-12. The thematic questions could be integrated into the Anchor Standards or function as essential questions for each theme. Grade-level and/or grade-band standards would be written to support the thematic Anchor standards. A close examination of the *Roadmap’s* key content and concepts for each grade band, along with the history and civics Driving Questions, would guide the writing of grade level standards. Within the grade level, chronology can be taught within the theme.

Students need an understanding of chronology so that they can understand such vital concepts as continuity and change, and cause and effect.

A state that structures its standards chronologically will engage students effectively by using the seven themes contained in the *Roadmap*. These themes can spiral through each grade level and be applied to different time periods and events. Creating a matrix showing where the themes can be applied in each grade level in connection with the content standards can be revealing. Themes become cross-cutting concepts that build conceptual understanding, assist students in organizing knowledge, making connections, and discerning patterns and trends. In addition, an integration of the *Roadmap* themes into the chronological structure will foster the ability of students to see how the events of the past help us to better understand their own lives. Standards working groups would unpack the themes utilizing the key concepts, thematic questions, and driving questions to create purposeful connections within and across units. The following steps outline the use of the *Roadmap* for revision of the structure of standards.

An integration of the *Roadmap* themes into the chronological structure will foster the ability of students to see how the events of the past help us to better understand their own lives

Table 02 STEPS TO REVISE the STRUCTURE OF STANDARDS

STEP 1

Review the *EAD Roadmap* and supporting documents as outlined in the introduction

Assess needs / Review the structure of the current standards

- Assess which aspects of the current structure of the standards work well for supporting teaching and learning: What do we like about the structure?
- Assess what does not work well: What needs improvement?
- Evaluate current standards against goals in the design challenges
- Connect structure to mission and vision. Are they in line?

STEP 2

EXAMPLE

The current standards may work well to give student a strong understanding of the sequence of events from the current chronological structure of content.

- A drawback of the current structure may be that students do not see themes, connections between events (e.g., how the Articles of Confederation led to the development of the US Constitution, the impact of policies from the Reconstruction period on modern-day society) to deepen understanding and link the period-specific foci of different grades

Table 02 STEPS TO REVISE the STRUCTURE OF STANDARDS

STEP 3

What aspects of the *EAD Roadmap* would improve the structure of the current standards? (For example: organization by or integration of themes; use of questions to build knowledge and skills in service of deeper conceptual understanding.)

Set goals for the revision of the structure of the standards based on the assessment of needs

EXAMPLE

Some possible goals related to the structure of standards may include:

- To better integrate history and civics instruction
 - To enhance rigor and deepen student understanding of abstract concepts in history and civics
 - To bring a tighter progression of learning history and civics at each grade level and across the grades
-

STEP 5

Develop a model for how standards may be restructured to address the goal(s) using the *EAD Roadmap*

STEP 6

Restructure standards

3.3. REVISING THE CONTENT AND SKILLS OF STANDARDS: THE ROLE OF DESIGN CHALLENGES, KEY CONCEPTS, AND DRIVING/SAMPLE GUIDING QUESTIONS

Before revising the content and skills core of state standards, those involved in the process may request the *EAD Roadmap* State Standards Crosswalk Analysis.

Reviewers of standards may begin by evaluating the degree of alignment between their existing standards and the *EAD Roadmap*, then make judgments about where and how they should adapt their standards. To assist with that work, the *Roadmap* team conducted in the fall of 2020 an alignment study, evaluating standards for history and civics learning in relation to the *Roadmap* Themes in all fifty states and the District of Columbia.

Since state standards are continuously evolving, the alignment may need updating to reflect their states' standards accurately. For each state's set of standards, the EAD researchers recorded the total number of standards that overlapped with the *Roadmap* themes by grade band. Visualizations of the data were then created for each state illustrating the alignment by theme and grade band. State social studies administrators may use the data on their particular state as a starting point for a gap analysis. Additional information on the methods used in this study as well as the actual data are available on the *Roadmap* site, at the link above.

Table 03 STEPS TO REVISE THE CONTENT and SKILLS OF STANDARDS

STEP

1

Review the *EAD Roadmap* and supporting documents as outlined in the introduction

GAP ANALYSIS, PART I

1. Review the content and skills of the current standards, starting with the *EAD Roadmap* State Standards Crosswalk Analysis

STEP

2

2. Based on the Crosswalk Analysis,

- What are the strengths and gaps in content and skills in the current standards?
- Where do the standards align with the *EAD Roadmap*? Where are the gaps?

Table 03 STEPS TO REVISE THE CONTENT and SKILLS OF STANDARDS

GAP ANALYSIS, PART II

STEP
3

Use the Design Challenges Tool as outlined in Section 3.1 to determine strengths and gaps at each grade span relative to the criteria in each *EAD Roadmap* Design Challenge

STEP
4

Use the results from the Gap Analysis (Parts I and II) to set goals for the revision of the content and skills in the current standards

STEP
5

Revise standards to address the gaps identified, using the *EAD Roadmap's* Key Concepts and Driving and Sample Guiding Questions to determine the focus of content and skills at each grade level and to ensure a coherent progression across the grades.

3.4 USING THE EAD ROADMAP TO IMPLEMENT STATE STANDARDS

How Can State Level Social Studies Specialists use the *Roadmap* with their Current State Standards to Improve their History and Civics Instruction?

In addition to guiding standards revision, the *EAD Roadmap* may provide important guidance for implementation of current state standards.

For several reasons, it may not be possible for a state to revise its standards. The *EAD Roadmap* can be used in many ways to support the current standards and improve history and civics instruction.

History and civics education tend to focus intensely on “the what” of names, dates and facts. The *EAD Roadmap* reminds all educators not to neglect “the why.” The Design Challenges and the other features of the *Roadmap* elevate valid, worthy, and well-articulated

Inquiry engages students in a complex process of thinking based on asking questions, conducting research, analyzing ideas, presenting conclusions, and applying acquired understanding by taking “informed” action.

learning goals and questions of debate that are in mutual tension. Where some frameworks shy away from tackling these questions, the *Roadmap* places them front and center.

State Social Studies Specialists can use the *Roadmap* in many ways to create high quality history and civics programs in their state. State Social Studies Specialists can do the following:

- Conduct information sessions on the *Roadmap* and *Pedagogy Companion* for educators and administrators. Leverage civic and community partners to promote the *Roadmap* and a renewed energy around civic and history education. Link to the EAD webpage and send out information about the content curation. If you work with a cadre of district and teacher leaders, share the information with them and have them conduct information sessions in their districts and/or communities.
- Convene District Social Studies Leads and/or Master teachers to unpack the Design Challenges and establish goals and/or guiding principles to support the standards. Create an evaluation tool to review the current standards in relation to those goals and determine how to best deal with shortfalls. Encourage districts and schools to use the evaluation tool to examine their curriculum maps and classroom teaching. Develop examples of how the design challenges can be implemented in schools and classrooms. An example may be to pick a statewide focus related to Design Challenge 2 – integrating multiple perspectives and narratives in districts and classrooms. The state supervisor could host professional development on the topic and help provide resources on their webpage to support schools and teachers.
- Promote the *Roadmap*'s inquiry focus by encouraging the exploration of open-ended questions and engagement with them from multiple perspectives. The *EAD Roadmap* offers a map for how to implement inquiry as a fundamental philosophy for effective high-quality teaching and learning. Inquiry engages students in a complex process of thinking based on asking questions, conducting research, analyzing ideas, presenting conclusions, and applying acquired understanding by taking “informed” action. Use this opportunity to support the teacher in designing and using Inquiries in the classroom. If possible host professional developments on the Inquiry Process, Developing and Using Questions, primary sources, and statewide programs that promote agency and civic skills. If possible bring in teachers to use the Driving Questions, Supporting Questions,

and Key Concepts to write Inquiries based on the current standards. This process serves to deepen conceptual understanding of content, going beyond the names, dates, and facts that can dominate history and civics teaching and learning.

- Use the State Crosswalk Analysis to create a document showing the alignment to the *EAD Roadmap*. This document could be used to show the natural connections to the themes, concepts, and questions encouraging districts and educators to update their curriculum with essential questions and themes from the *Roadmap* and create units that integrate history and civics.

In short, the *EAD Roadmap* offers guidance for effective implementation of standards by starting with The Why and offering educators a guide for how to get there with students. As state specialists, district leaders, and teachers begin to work with the *Roadmap* and Pedagogy document, history and civics education in their states will be more robust and lead to a more prepared and active citizen.