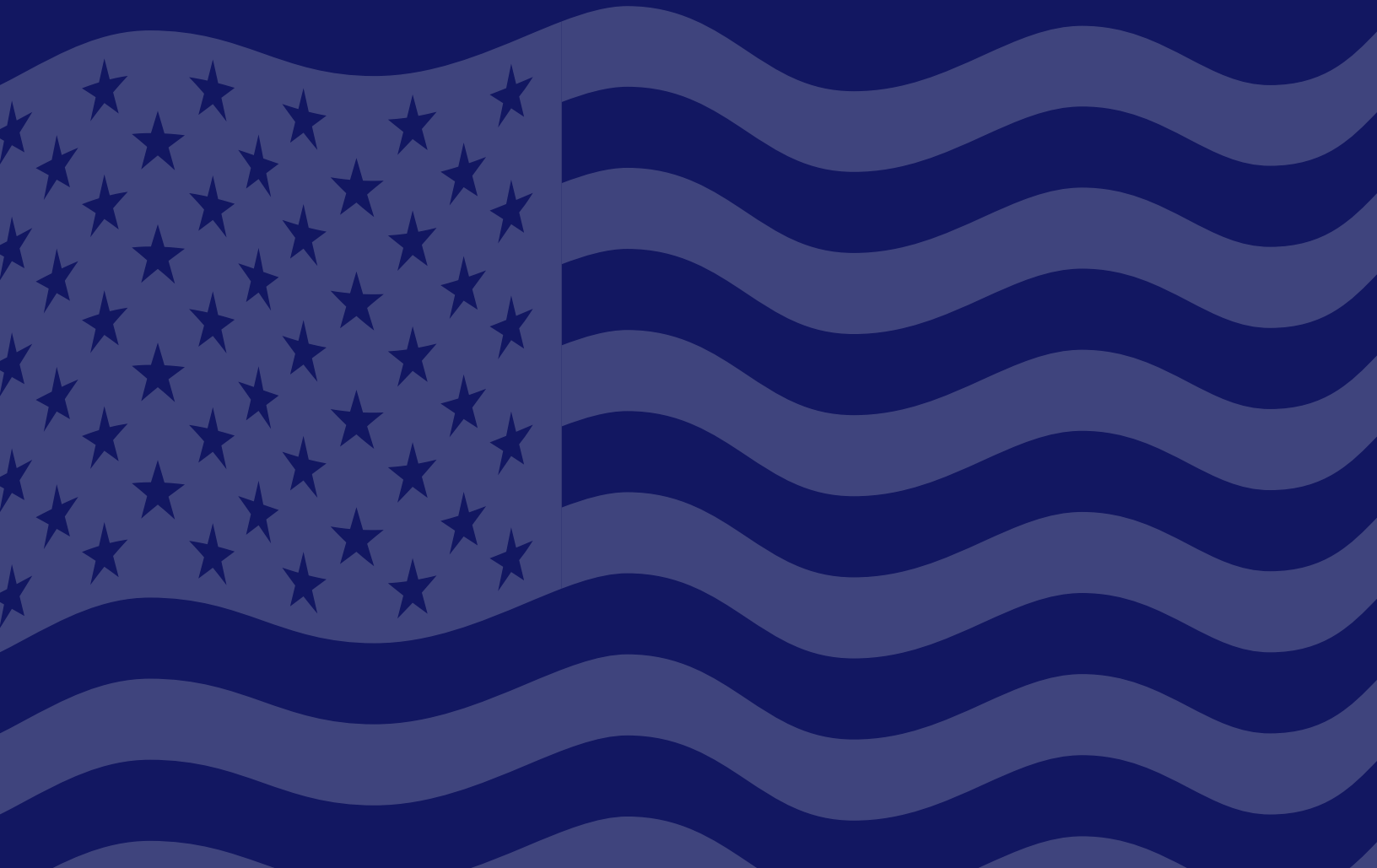


EDUCATING FOR
AMERICAN
 **DEMOCRACY**

STATEMENT ON THE C3 FRAMEWORK



THE EAD STATEMENT ON THE *C3 FRAMEWORK*¹

The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* was written originally as a general framework for authors of state standards. It identifies content to teach largely in the form of foundational concepts and disciplinary skills, not specific topics. For instance, the *C3 Framework* mentions analyzing the “multiple and complex causes and effects of events in the past” (D2.His.14.9-12), but does not specify which events. As the *C3 Framework* has gained broader use by states, curriculum writers, teachers, and others, the lack of specific topics has generated a desire for guidance about not only how, but what topics to teach in social studies.

The *EAD Roadmap* is meant to complement, not compete with, the *C3 Framework*, as it identifies specific topics for study. The *C3 Framework* emphasizes skills as an aspect of content; the *EAD Roadmap* adds more detail about topics through the use of concrete questions that should be taught. It identifies high priority history and civics content essential to robust and authentic civic participation organized in seven content themes and five design challenges, all presented in the form of questions to be explored over the course of a K–12 education.

The *EAD Roadmap* and the *C3 Framework* share the philosophy that knowledge and understanding arise from the inquiry process: asking questions, conducting research, analyzing ideas, presenting conclusions, and applying acquired understanding by taking informed action. Inquiry serves to deepen conceptual understanding of content, moving beyond basic knowledge. The *C3 Framework*’s inquiry arc concludes with taking informed action, a practice that prepares students with the skills and dispositions to take an active role in their civic, community, and democratic institutions. In a democracy, we inquire in order to act well, which is why the *C3 Framework* inquiry arc concludes in taking action.

The *EAD Roadmap* also complements the *C3 Framework* by addressing two main challenges:

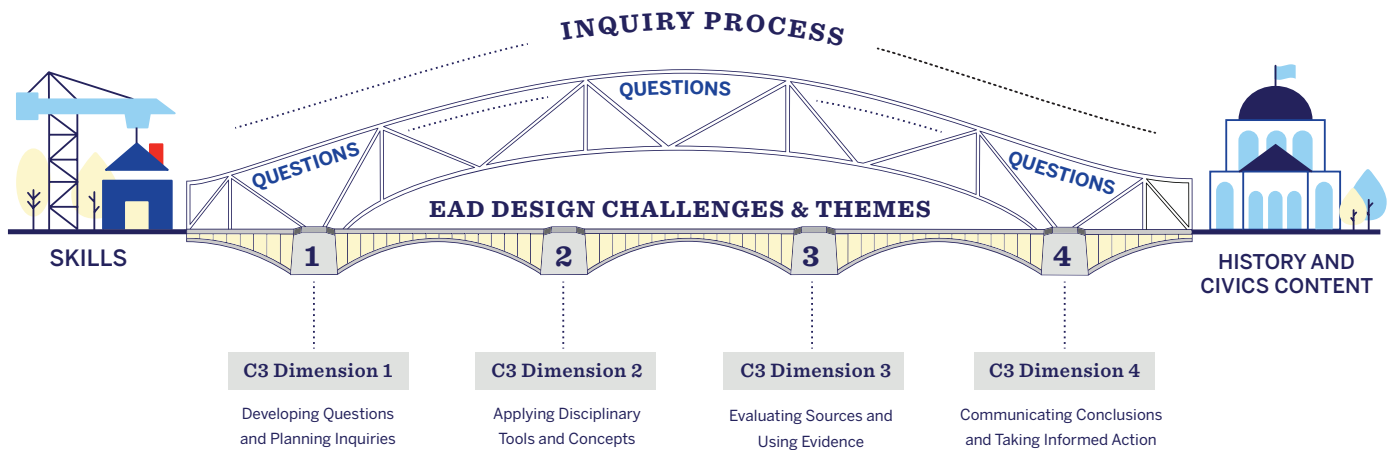
1. Bridging the gap that has hindered wider use of the *C3 Framework* in some cases, by integrating key topics in history and civics with the skills, foundational concepts, and disciplinary thinking in both fields (see image on page 3.) While the focus of the *EAD Roadmap* is history and civics, it also integrates topics from geography and economics as they relate to one another.

1. The *EAD Roadmap* does not endorse or take any position on the *C3 Framework*, but since many states and educators are working with the *C3 Framework* this document provides an explanation of how the two intersect.

2. Providing well-crafted questions. While many educators are invested in using inquiry as a means to deepen student learning, it can be daunting to create effective inquiry questions that challenge students to deeper conceptual understanding. The *EAD Roadmap*, however, supports teachers by providing a selection of model questions that may be used as they are or as the basis for developing new ones.

BRIDGING SKILLS AND CONTENT

The following graphic illustrates the way in which the *EAD Roadmap* and the *C3 Framework* are mutually supportive in bridging the gap between skills and content.



In addressing key challenges, the *EAD Roadmap* offers two main levels of support for educators:

- **Five design challenges**, with their corresponding sets of questions, support educators from K–12 in thinking through the purpose of teaching social studies by raising critical issues for effective history and civics across the grades. The **seven themes** focus educators' attention on overarching key topics and issues across the grades and encourage the exploration of open-ended questions and engagement with them from multiple perspectives, just as the *C3 Framework* does.

- **Driving questions** and **sample guiding questions** highlight the themes, design challenges, and key concepts at each grade band to support teachers in determining what to teach and how to approach teaching it in those particular grades. These questions align with the compelling and supporting questions of the *C3 Framework* (see Table A), and also depend on the “artful balance” between applying the disciplinary knowledge of the C3’s Dimension 2 and the actual development of questions in the C3’s Dimension 1.²

Table A. EAD Roadmap/C3 Framework—Alignment of Questions

QUESTIONS	SAMPLE AUDIENCE AND PURPOSE
<p>C3 compelling questions and EAD driving questions are typically open-ended and focused on issues of debate, don’t have a single answer, and allow for the investigation of multiple perspectives that lead to conclusions and taking informed action.</p>	<p>For teachers—serve to guide what to teach and how to approach it.</p> <p>For curriculum designers—serve as starting points for curricular design, including the development of scope-and-sequence documents.</p>
<p>C3 supporting questions and EAD sample guiding questions typically focus on building students’ understanding of key topics in order to develop a well-founded response to a question, and they may not have a single answer.</p>	<p>For teachers—serve as examples of starting points for lessons or sequences of lessons.</p> <p>For students—the EAD sample guiding questions offer examples of questions from which they may develop their own.</p>

2. Although the names and the exact definitions of the questions in the *C3 Framework* and the *EAD Roadmap* are not the same, they closely align and educators may use them interchangeably in practice. See Table A.

In sum, the *C3 Framework* outlines a process for engaging students in the inquiry process to build conceptual understanding and to apply their learning. The *EAD Roadmap* provides a guide for how to make that happen, through design challenges that explain why students should engage in this thinking process and key questions that provide a focus for it at each grade span. Together, both documents share a commitment to the future of our civic life by supporting educators in bringing excellence to Educating for American Democracy.

For further information on the practical application of the *C3 Framework* and *EAD Roadmap* together, see the Appendix: Example of How the *C3 Framework* and *EAD Roadmap* Align in Practice.

APPENDIX

Example of How the *C3 Framework* and *EAD Roadmap* Align in Practice

This example demonstrates some of the ways the *C3 Framework* and *EAD Roadmap* can be used to revise state standards and inform curricula and materials. It also illustrates how a teacher might use the *C3 Framework* and *EAD Roadmap* as a guide to why and how to teach the required content, even if their standards have not yet been revised.

Imagine you are a 6–8 grade history teacher, and your curriculum and materials expect students to learn about Phyllis Wheatley, Sojourner Truth, Abigail Adams, Tecumseh, and Frederick Douglass, among others. The *EAD Roadmap* would support including these individuals in the curriculum, although they might have already been included.

The *C3 Framework* supports students in the complex process of historical thinking, inviting them to develop some of their own specific questions about these individuals (Dimension 1) and conduct research that, in this case, may involve comparing “historical and contemporary means of changing societies, and promoting the common good” (D2.Civ.14.6-8) and classifying a “series of historical events and developments as examples of change and/or continuity” (D2.His.2.6-8; Dimension 2).

The *EAD Roadmap*, through its design challenges, explains why students should investigate these assigned figures and engages students in this thinking process in order to address such critical issues as:

DC2.1: 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?

DC2.2: How can we do so consistently across all historical periods and conceptual content?

DC2.3: 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 *EAD Roadmap* also provides a focus for student inquiry into these issues at this grade band through a driving question (which could also serve as a C3 compelling question). In this case, the *EAD Roadmap* provides this historical driving question:

HDQ3.3 A: In what ways and to what extent have the diverse people of the U.S. become one nation and faced challenges to that?

Investigating this question will support students in engaging with the other dimensions of the *C3 Framework*, analyzing ideas, evaluating sources, and selecting evidence strategically to construct a response to the opening questions (Dimension 3) and presenting conclusions, and applying acquired understanding by taking “informed” action (Dimension 4) by anchoring these skills in particular topic-based content and prompting consideration of how students themselves may participate effectively in civic life.

In sum, the *C3 Framework* outlines a process for engaging students in inquiry to build conceptual understanding and to apply their learning. The *EAD Roadmap* provides a guide for how to make that happen. Together, they share a commitment to the future of our civic life by supporting educators in bringing excellence to history and civics.