

COLLEGE, CAREER & CIVIC LIFE **C3 FRAMEWORK** FOR SOCIAL STUDIES STATE STANDARDS



Instructional Planning Guide

GRADES 3-5

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The C3 Framework Instructional Planning Guide

The result of a three-year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was purposefully designed to provide guidance to states to enhance the rigor of K-12 civics, economics, geography, and history to prepare students for college, career, and civic life in the 21st century. However, it serves another vital purpose – to assist social studies practitioners at the local level - in local schools, school districts, non-profit organizations, and for-profit publishing companies to align or develop curriculum materials to (1) enhance the rigor of the social studies disciplines, (2) build the critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens, and (3) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

The C3 Framework, like the Common Core State Standards, emphasizes the acquisition and application of knowledge through an inquiry based approach for learning to become rigorous, relevant, and meaningful for students. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings for students to become active and engaged citizens in the 21st century.

Whether or not the C3 Framework is implemented at the state level, social studies teachers at all grade levels can use the document to reflect upon their own classroom practices and re-envision their instructional program to become more inquiry-based, dynamic, and exciting for students. The planning templates that follow were designed to serve as tools to help teachers achieve this goal.

How to use this guide:

1. Begin by carefully reading the C3 Framework to identify the instructional shifts and the guiding principles about high quality social studies education:
 - Social studies prepares the nation’s young people for college, careers, and civic life.
 - Inquiry is at the heart of social studies.
 - Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
 - Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
 - Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.
2. Examine the C3 Framework Indicators for your grade level to identify the outcomes for your grade level in each of the Four Dimensions. Reflect upon the indicators and your own background experience to brainstorm how each of the indicators may be applied in classroom practice. Determine how each application can enhance or support the Common Core State Standards for English Language Arts.

3. Examine the Lesson Plan Template to identify the various elements of a “C3 Lesson Plan.” Examine a lesson plan you are currently implementing in your classroom to determine if it contains C3 elements from the Four Dimensions. Using the C3 Lesson Plan Template, your notes from the C3 Framework Indicators, and your own background knowledge and experience with high quality social studies instruction, begin to align or reshape your lesson to intentionally focus on the Four Dimensions.
 - a. Develop a compelling question to open your lesson that will spark curiosity and a “need to know”. Older students may be engaged in dialogue to develop inquiries based on their background knowledge of subject matter and current issues that are of interest to them.
 - b. Design Supporting Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.
 - c. Consider the content standards you are required to address when applying disciplinary concepts and tools in Dimension Two. Make efforts to approach inquiries through an interdisciplinary approach – most if not all social studies inquiries call upon the content knowledge and concepts found across civics, economics, geography, history, and the many other social studies disciplines.
 - d. Pay close attention to the processes for gathering, analyzing, and evaluating a wide range of sources. A number of techniques such as sourcing, close reading, socratic seminars, and structured academic controversy provide opportunities for students to read and analyze complex informational text, dialogue about various points of view and perspectives, and seek evidence to make a claim or justify a conclusion.
 - e. Identify opportunities for students to communicate and critique conclusions as described in Dimension Four. Emphasize the use of expository writing, academic vocabulary, and media and technology in making formal presentations.
 - f. Stretch students’ thinking to take informed action as a result of their learning. Not all social studies lessons will easily lend themselves to this outcome but to achieve the goal of civic engagement, it is necessary to guide students whenever possible to apply their acquired knowledge and skills in real world settings. This is the goal of the Common Core State Standards and is similarly, a very intentional goal of the C3 Framework.
 - g. Develop formative and summative assessments to determine if students have met your instructional goals. Examine student work and assessment findings to monitor and adjust your lesson as needed.
4. Experiment, take risks, and enjoy the process! Take some time to talk to your colleagues - share your ideas and collaborate with teachers. Be intentional in developing literacy skills found in the Common Core State Standards. Reading, writing, speaking and listening and language skills are critically important to meet the goal of the social studies to prepare students for civic engagement. Utilize the deep content knowledge and concepts found in social studies as a context for developing important literacy skills. The two subject areas are optimized when they work hand-in-hand. Explore ways to help English Learners meet the instructional goals of your lesson while at the same time develop English language competencies.

Conclusion

Share your work with the social studies community and the general public. Make presentations at staff meetings, local, state, or national conferences. Submit articles in journals and periodicals. Your hard work and dedication will urge educators, policymakers, the business community, and the public at large, to promote social studies education as a vital element of every child’s education. This collective action will help us realize the civic mission of our schools - to prepare all students for college, career, and citizenship in the 21st century.

C3 FRAMEWORK INDICATORS: GRADES 3-5

DIMENSION 1: Developing Questions & Planning Inquiries	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<p>Construction Compelling Questions <i>Individually and with others, students construct compelling questions and...</i></p> <p>By the end of Grade 5:</p> <ul style="list-style-type: none"> • D1.1.3-5. Explain why the compelling questions are important to others (e.g., peer, adults). • D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. 	<p>Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response.</p> <p>Example: Why do we need rules?</p>		
	<p>Constructing Supporting Questions <i>Individually and with others, students construct supporting questions and...</i></p> <p>By the end of Grade 5:</p> <ul style="list-style-type: none"> • D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. • D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. 	<p>In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.</p> <p>Example: What are some rules that families follow?</p>		
	<p>Determining Helpful Sources <i>Individually and with others, students...</i></p> <p>By the end of Grade 5:</p> <ul style="list-style-type: none"> • D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. 	<p>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.</p>		

C3 FRAMEWORK INDICATORS: GRADES 3-5

CIVICS

DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS

CIVIC AND POLITICAL INSTITUTIONS

PARTICIPATION AND DELIBERATION

PROCESSES, RULES, AND LAWS

By the end of Grade 5, individually and with others, students will...

- **D2.Civ.1.3-5.** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- **D2.Civ.2.3-5.** Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- **D2.Civ.3.3-5.** Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- **D2.Civ.4.3-5.** Explain how groups of people make rules to create responsibilities and protect freedoms.
- **D2.Civ.5.3-5.** Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- **D2.Civ.6.3-5.** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

- **D2.Civ.7.3-5.** Apply civic virtues and democratic principles in school settings.
- **D2.Civ.8.3-5.** Identify core civic virtues and democratic principles that guide government, society, and communities.
- **D2.Civ.9.3-5.** Use deliberative processes when making decisions or reaching judgments as a group.
- **D2.Civ.10.3-5.** Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

- **D2.Civ.11.3-5.** Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
- **D2.Civ.12.3-5.** Explain how rules and laws change society and how people change rules and laws.
- **D2.Civ.13.3-5.** Explain how policies are developed to address public problems.
- **D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society.

APPLICATION

CONNECTIONS TO THE COMMON CORE STATE STANDARDS

C3 FRAMEWORK INDICATORS: GRADES 3-5

ECONOMICS

ECONOMIC DECISION MAKING	EXCHANGE AND MARKETS	THE NATIONAL ECONOMY	THE GLOBAL ECONOMY
<i>By the end of Grade 5, individually and with others, students will...</i>			
<ul style="list-style-type: none"> • D2.Eco.1.3-5. Compare the benefits and costs of individual choices. • D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. 	<ul style="list-style-type: none"> • D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. • D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. • D2.Eco.5.3-5. Explain the role of money in making exchange easier. • D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. • D2.Eco.7.3-5. Explain how profits influence sellers in markets. • D2.Eco.8.3-5. Identify examples of external benefits and costs. • D2.Eco.9.3-5. Describe the role of other financial institutions in an economy. 	<ul style="list-style-type: none"> • D2.Eco.10.3-5. Explain what interest rates are. • D2.Eco.11.3-5 Explain the meaning of inflation, deflation, and unemployment. • D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. • D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. 	<ul style="list-style-type: none"> • D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. • D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

APPLICATION

CONNECTIONS TO THE COMMON CORE STATE STANDARDS

C3 FRAMEWORK INDICATORS: GRADES 3-5

DIMENSION 2: Applying Disciplinary Concepts and Tools: GEOGRAPHY

GEOGRAPHY

GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD	HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE	HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS	GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS
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By the end of Grade 5, individually and with others, students will...

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| <ul style="list-style-type: none"> • D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. • D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. • D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. | <ul style="list-style-type: none"> • D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. • D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. • D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. | <ul style="list-style-type: none"> • D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. • D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. • D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration. | <ul style="list-style-type: none"> • D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. • D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. • D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. |
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APPLICATION

CONNECTIONS TO THE COMMON CORE STATE STANDARDS

C3 FRAMEWORK INDICATORS: GRADES 3-5

HISTORY

CHANGE, CONTINUITY, AND CONTEXT	PERSPECTIVES	HISTORICAL SOURCES AND EVIDENCE	CAUSATION AND ARGUMENTION
<i>By the end of Grade 5, individually and with others, students will...</i>			
<ul style="list-style-type: none"> • D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. • D2.His.2.3-5. Compare life in specific historical time periods to life today. • D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. 	<ul style="list-style-type: none"> • D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. • D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. • D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. • D2.His.7.3-5. <i>Begins in grades 9-12.</i> • D2.His.8.3-5. <i>Begins in grades 9-12.</i> 	<ul style="list-style-type: none"> • D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. • D2.His.10.3-5. Compare information provided by different historical sources about the past. • D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. • D2.His.12.3-5. Generated questions about multiple historical sources and their relationships to particular historical events and developments. • D2.His.13.3-5. Use information about a historical source, including the make, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. 	<ul style="list-style-type: none"> • D2.His.14.3-5. Explain probable causes and effects of events and developments. • D2.His.15.3-5. <i>Begins in grades 6-8.</i> • D2.His.16.3-5. Use evidence to develop a claim about the past. • D2.His.17.3-5. Summarize the central claim in a secondary work of history.

APPLICATION

CONNECTIONS TO THE COMMON CORE STATE STANDARDS

DIMENSION 2: Applying Disciplinary Concepts and Tools: HISTORY

C3 FRAMEWORK INDICATORS: GRADES 3-5

	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
DIMENSION 3: Evaluating Sources and Using Evidence	<p>Gathering and Evaluating Sources</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. • D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. <p>Developing Claims and Using Evidence</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. • D3.4.3-5. Use evidence to develop claims in response to compelling questions. 	<p>Whether students are constructing opinions, explanation, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task. They also need to understand that there are general Common Core literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.</p> <p>This subsection focuses on argumentation. In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.</p>		

C3 FRAMEWORK INDICATORS: GRADES 3-5

	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
DIMENSION 4: Communicating Conclusions & Taking Informed Action	<p>Communicating Conclusions <i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D4.1.3-5. Construct arguments using claims and evidence from multiple sources. • D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. • D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). 	<p>Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.</p>		
	<p>Critiquing Conclusions <i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D4.4.3-5. Critique arguments. • D4.5.3-5. Critique arguments. 			
	<p>Taking Informed Action <i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • D4.7.3-5. Explain different strategies and approaches students and other could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. • D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. 	<p>In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.</p>		

College, Career, and Civic Life (C3) Framework for Social Studies State Standards Lesson Plan Template

Title of Lesson:	Subject/Course:	Grade Level:
Dimension 1 Developing Questions and Planning Inquiries	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	Compelling Questions: Questions about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response.	
	Supporting Questions: Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.	
	Determining Helpful Sources Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.	

	C3 Indicators	State History-Social Science Standards
Dimension 2 Applying Disciplinary Concepts and Tools	Civics	
	Economics	
	Geography	
	History	
	Other	

Dimension 3	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Evaluating Sources and Using Evidence	<p>Gathering and Evaluating Sources</p> <p>Sources of Evidence List relevant information from multiple sources representing a wide range of views and personal experiences.</p> <p>Evaluate Sources Describe how students will evaluate the credibility of sources by examining how experts value the source(s).</p>	
	<p>Developing Claims and Using Evidence Describe how students will use evidence to develop claims and counterclaims by attending to precision, significance, knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	

Dimension 4	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Communicating Conclusions and Taking Informed Action	<p>Communicating and Critiquing Conclusions Describe how students will communicate their conclusion(s), (i.e. expository writing, multimedia presentations, digital technologies) to a range of audiences.</p> <p>Describe how students will use evidence to support claims, and appraise the structure and form of arguments and explanations.</p>	
	<p>Take Informed Action Describe how students will take informed action to respond to the issues raised in the inquiry and investigation.</p>	

Assessment	Formative Assessment	<input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Journal/Learning Log <input type="checkbox"/> Preliminary Plans/Outlines <input type="checkbox"/> Rough Drafts <input type="checkbox"/> Online Quizzes/Tests	<input type="checkbox"/> Practice Presentations <input type="checkbox"/> Notes <input type="checkbox"/> Checklists <input type="checkbox"/> Concept Maps <input type="checkbox"/> Other:
	Summative Assessment	<input type="checkbox"/> Written Product(s), with rubric(s): <input type="checkbox"/> Oral Presentation with rubric <input type="checkbox"/> Multiple Choice/Short Answer Test <input type="checkbox"/> Essay Test	<input type="checkbox"/> Other Product(s) or Performance(s) with rubric(s): <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Other:

Resources Needed

On-Site People, Facilities:

Equipment:

Materials:

Community Resources: