

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



Instructional Planning Guide

GRADES 6-8

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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 fellow social studies teachers and English Language Arts teachers as well. 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 6-8

DIMENSION 1: Developing Questions & Planning Inquiries	C3 INDICATORS	SAMPLE ITEMS	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<p>Construction Compelling Questions</p> <p><i>Individually and with others, students construct compelling questions and...</i></p> <p>By the end of Grade 8:</p> <ul style="list-style-type: none"> • D1.1.6-8. Explain how a question represents key ideas in the field. • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 	<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: Was the Civil Rights Movement of the 1960's a success?</p>		
	<p>Constructing Supporting Questions</p> <p><i>Individually and with others, students construct supporting questions and...</i></p> <p>By the end of Grade 8:</p> <ul style="list-style-type: none"> • D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a support question. • D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. 	<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 legislation was enacted as a result of the Civil Rights Movement?</p>		
	<p>Determining Helpful Sources</p> <p><i>Individually and with others, students...</i></p> <p>By the end of Grade 8:</p> <ul style="list-style-type: none"> • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. 	<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 6-8

DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS	CIVICS		
	CIVIC AND POLITICAL INSTITUTIONS	PARTICIPATION AND DELIBERATION	PROCESSES, RULES, AND LAWS
	<i>By the end of Grade 8, individually and with others, students will...</i>		
	<ul style="list-style-type: none"> • D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. • D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). • D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. • D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. • D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. • D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives. 	<ul style="list-style-type: none"> • D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings. • D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. • D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. • D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. 	<ul style="list-style-type: none"> • D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. • D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. • D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. • D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
APPLICATION			
CONNECTIONS TO THE COMMON CORE STATE STANDARDS			

C3 FRAMEWORK INDICATORS: GRADES 6-8

DIMENSION 2: Applying Disciplinary Concepts and Tools: ECONOMICS	ECONOMICS			
	ECONOMIC DECISION MAKING	EXCHANGE AND MARKETS	THE NATIONAL ECONOMY	THE GLOBAL ECONOMY
	<i>By the end of Grade 8, individually and with others, students will...</i>			
	<ul style="list-style-type: none"> • D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. • D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. 	<ul style="list-style-type: none"> • D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. • D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy. • D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs. • D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. • D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. • D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes. • D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy. 	<ul style="list-style-type: none"> • D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing. • D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. • D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups. • D2.Eco.13.6-8. Explain why standards of living increase as productivity improves. 	<ul style="list-style-type: none"> • D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations. • D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.
APPLICATION				
CONNECTIONS TO THE COMMON CORE STATE STANDARDS				

C3 FRAMEWORK INDICATORS: GRADES 6-8

GEOGRAPHY

DIMENSION 2: Applying Disciplinary Concepts and Tools: 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 8, individually and with others, students will...

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| <ul style="list-style-type: none"> • D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. • D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. • D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. | <ul style="list-style-type: none"> • D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. • D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. • D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identified and cultures. | <ul style="list-style-type: none"> • D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. • D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. | <ul style="list-style-type: none"> • D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. • D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. |
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APPLICATION

CONNECTIONS TO THE COMMON CORE STATE STANDARDS

C3 FRAMEWORK INDICATORS: GRADES 6-8

DIMENSION 2: Applying Disciplinary Concepts and Tools: HISTORY	HISTORY			
	CHANGE, CONTINUITY, AND CONTEXT	PERSPECTIVES	HISTORICAL SOURCES AND EVIDENCE	CAUSATION AND ARGUMENTION
	<i>By the end of Grade 8, individually and with others, students will...</i>			
	<ul style="list-style-type: none"> D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. 	<ul style="list-style-type: none"> D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created. D2.His.7.6-8. <i>Begins in grades 9-12.</i> D2.His.8.6-8. <i>Begins in grades 9-12.</i> 	<ul style="list-style-type: none"> D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. 	<ul style="list-style-type: none"> D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.
APPLICATION				
CONNECTIONS TO THE COMMON CORE STATE STANDARDS				

C3 FRAMEWORK INDICATORS: GRADES 6-8

DIMENSION 3: Evaluating Sources and Using Evidence	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<p>Gathering and Evaluating Sources</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <p>Developing Claims and Using Evidence</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. • D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. 	<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 6-8

	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
DIMENSION 4: Communicating Conclusions & Taking Informed Action	<p>Communicating Conclusions</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) 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</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> • D4.4.6-8. Critique arguments for credibility. • D4.5.6-8. Critique the structure of explanations. 			

	<p>Taking Informed Action</p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none">• D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.• D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.• D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	<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>		
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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
	<p>Compelling Questions: Questions about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response.</p>	
	<p>Supporting Questions: Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.</p>	
	<p>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.</p>	

	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: