Los Angeles County Office of Education Webcast
College, Career & Civic Life (C3) Framework for Social Studies State Standards

Guidelines for Professional Development Use

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Webcast Link:

General Description of the Webcast
This archived online webcast provides an overview of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards released on September 17, 2013 by the National Council for the Social Studies. It features the primary architects and project leads who present a brief history and background of the document, the distinguishing characteristics of the Inquiry Arc and Four Dimensions that guide the work, connections to the Common Core State Standards for English Language Arts, and information regarding the implementation phase to be led by the National Council for the Social Studies.

The intended audience for this webcast is social studies teachers, grades K-12, school administrators, and curriculum directors. It is also extremely informative for teacher educators, social studies organizations, families, and policymakers.

Goal of the C3 Framework
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. And yet, it serves another vital purpose ~ to assist local practitioners in schools and districts to strengthen their own social studies programs to
   a. enhance the rigor of the social studies disciplines;
   b. build critical thinking, problem solving, and participatory skills to become engaged citizens;
   c. align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

The document along with information regarding implementation efforts can be found at the National Council for the Social Studies at http://www.socialstudies.org/C3.

Webcast Presenters
Host: Michelle Herczog, Ed.D.
   Consultant III, History-Social Science, Los Angeles County Office of Education and President-Elect, National Council for the Social Studies

Guests:
   • Susan Griffin, Executive Director, National Council for the Social Studies
   • Kathy Swan, Ph.D., Project Director and Lead Writer of the C3 Framework and Associate Professor, Social Studies Education, University of Kentucky
   • S. G. Grant, Ph.D., Professor and Dean, Graduate School of Education, Binghamton University
   • John Lee, Ph.D., Associate Professor, North Carolina State University
Suggestions for Using this Webcast for Professional Learning

Before you begin...

• Check your internet connection to ensure that you can easily stream the one-hour webcast from your computer to your audience. The link to the webcast is http://www.lacoe.edu/Home/Videos/PlayVideo/Tabld/202/Videold/220/College-Career--Civic-Life-C3-Framework-For-Social-Studies-State-Standards.aspx
• Download a copy of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards for each workshop participant at http://www.socialstudies.org/C3.
• Provide a copy of the C3 Instructional Planning Guides for use at the conclusion of the webcast.
• Ask social studies teachers to bring a favorite lesson they use with their students. They will be asked to align it to the C3 Framework at the conclusion of the webcast activities.

Set the stage...

• Introduce the webcast to your audience by providing a general description, as described above. Emphasize the intent of the webcast to be an introductory overview of the document. It does not intend to provide specific guidance to states or local schools and teachers on how to implement the framework at this time. More information regarding implementation will be forthcoming.
• Provide a brief overview of the sections to be covered:
  o Section One: Introduction (Michelle Herczog)
  o Section Two: Setting the Stage: The Need to Define the Discipline (Susan Griffin)
  o Section Three: The Journey: How the C3 Framework Was Developed (Kathy Swan)
  o Section Four: The Inquiry Arc and the Four Dimensions (S.G. Grant)
  o Section Five: Connections to the Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science and Technical Subjects (John Lee)
  o Section Six: The Implementation Phase (Susan Griffin)
  o Section Seven: Questions from the Field (Michelle Herczog)
  o Section Eight: Conclusion (Michelle Herczog)

Begin

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| 1. Introduction | 00:00 – 02:52 | ![Who is the Audience?](image) | After viewing this first section, invite workshop participants to open their copy of the C3 Framework and familiarize themselves with the Table of Contents, Introduction, and pages 6-10. ASK: What do you notice about
  • the consortium of writers and contributors to this work?
  • the professional organizations that represent the various disciplines of the social studies, i.e. civics, economics, geography, and history?
  • the various states that participated? |

Presenter: Michelle Herczog
### Setting the Stage: The Need to Define the Discipline

**Presenter:** Susan Griffin

**Time:** 02:53 – 07:31

#### What are the Objectives?
- a) enhance the rigor of the social studies disciplines
- b) build critical thinking, problem solving, and participatory skills to become engaged citizens
- c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

#### What is the ultimate goal?
For students to study civics, economics, geography, and history to become active and engaged citizens in the 21st century.

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#### After viewing this section, ask the following questions:
- Why was it important to bring the various social studies organizations to come together to "define" the discipline before this work could begin?
- How does this agreed-upon definition of social studies resonate with you?
- What aspects are affirming?
- How does it stretch your thinking about the purpose of social studies education?
- Why was it important to connect to the Partnership for 21st Century Skills?
- What made this exercise a “watershed moment” for the social studies?
### 3. The Journey: How the C3 Framework Was Developed

**Presenter:** Kathy Swan

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<td>07:32 – 20:43</td>
<td><strong>C3 Development</strong></td>
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- Collaboration and community is a central tenet of the work.
- Conscious effort to bring stakeholders who have not talked in the same room, for an extended period of time.

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- Social Studies Assessment, Curriculum and Instruction (SSACI) Collaborative at CCSSO
  - 23 states
  - Los Angeles County Office of Education
  - University of Delaware
- State-level expertise and guidance in social studies

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**American Association of Geographers**
**American Bar Association**
**American Historical Association**
**Center for Civic Education**
**Campaign for the Civic Mission of Schools**
**Constitutional Rights Foundation/USA**
**Constitutional Rights Foundation/Chicago**
**Council for Economic Education**

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**ASK**
- What do you think of the C3 approach to social studies instruction?
- How is it similar or different than traditional approaches?
- How is this approach similar and/or different from the pedagogical approach of the Common Core State Standards?

After viewing this section, invite participants to read portions of the C3 Framework:
C3 Participants

- 23 States/Affiliates
- 15 Professional Organizations
- 17 Writers
- 50 Teachers
- 10 Editors
- 4 Graphic Designers
- 27 Curricular and Cultural Organizations
- Over 3000 respondents

C3 Foundations

- Prepares the nation’s young people for college, careers, and civic life.
- Inquiry is its foundation.
- Formed by core disciplines of civics, economics, geography, and history.

*Adaptable for Psychology, Sociology, Anthropology (K-12)

C3 Foundations

- Composed of deep and enduring understandings, concepts, and skills from the disciplines.
- Emphasizes skills and practices as preparation for democratic decision-making.
- Shares in the responsibilities for literacy instruction in K-12 education.
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"We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development."
—Jerome Bruner

**How is the C3 Different?**
- Inquiry is at the center
- Disciplinary integrity and interdisciplinary connections matter
- Informed action is clear and present
- Inquiry Arc represents an instructional arc

**Change in Teaching Paradigm**
- What matters: ideas, teachers, and learners and the interactions among them
- What needs work: perceptions of what students' capabilities

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| The Inquiry Arc and the Four Dimensions (part 2) | 32:22 - 38:26 | **Compelling and Supporting Questions**
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**Compelling questions** focus on real social problems, issues, and curiosities about how the world works:
- Intellectually meaty
- Kid friendly

**After viewing this section, invite participants to discuss the ideas shared by Dr. Grant by asking:**
- Why do you suppose there is so much emphasis on inquiry in the C3 Framework?
- How does questioning by teachers and questioning by students prepare students for college, career, and civic life?**

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|  |  | **After viewing this section about Compelling and Supporting Questions, invite participants to learn more about Dimension 1: Developing Questions & Planning Inquiries by reading pages 23-27 of the C3 Framework.**
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|  |  | **ASK**
- What is the difference between Compelling Questions and Supporting
Questions?
• What is an example of a Compelling Question?
• What is an example of a Supporting Question?
• How does the use of Compelling and Supporting Questions represent an instructional shift for the traditional teaching of social studies?
• If you are a social studies teacher, describe your experience with inquiry and the use of compelling and supporting questions for students.
• What do you see as the advantage to this approach?
• What do you see as the challenges?

5. Connections to the Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science and Technical Subjects

| Presenter: John Lee, Ph.D. | 38:27 – 45:27 |

- The ELA Common Core is focused on social studies disciplinary skills such as:
  - citing textual evidence;
  - understanding disciplinary vocabulary;
  - distinguishing and using fact, opinion, and reasoned judgment in a text;
  - distinguishing competing or alternating claims; and
  - narrating historical events.
- Common core also emphasizes research, communication, and democratic discourse

- Three-part strategy for incorporating ELA Common Core into the C3 Framework
  - Foundational, Vital, and Supportive Connections to Anchor Standards
  - Shared Language
    - e.g., argumentation, evidence, sources, discourse
  - Graphical and Narrative Explanations threaded throughout C3

- C3 Disciplinary Literacies
  - Civics
    - Using deliberative processes
    - Participating in school settings
    - Following rules
  - Economics
    - Making economic decisions
    - Using economic data
    - Identifying prices in a market

After viewing this section, raise the following issues for participants to consider:
• Why do you think it was important for the writers of the C3 Framework to make strong connections to the Common Core State Standards for English Language Arts & Literacy in History-Social Studies, Science, and Technical Subjects?
• What were the key connections to the Common Core articulated by Dr. Lee?

Invite participants to read through the C3 Framework, pages 23-64 to familiarize themselves with the Four Dimensions and the explicit connections to the Common Core State Standards.

ASK
• How do the various Dimensions strengthen reading, writing, speaking and listening and language as defined in the Common Core State Standards?
• How can the C3 Framework be used a bridge to align social studies instruction to the Common Core?
After viewing this section, ask participants:

- If you are a social studies teacher, what would YOU need to implement all or part of the C3 Framework?
- What resources do you currently have to help implement the C3 Framework?
### 7. Questions from the Field
48:31 – 57:07

After viewing this section, ask participants to reflect on the questions and answers of the broadcast:

- **What do you see as the potential of the document for states in the process of updating their standards?**
- **What do you see as the potential benefit of the document at the classroom level?**
- **How might the teaching of social studies look and feel different?**
- **If you are a social studies teacher, what are you hearing that resonates with your teaching?**
- **What is the message for administrators?**
- **How can we describe the C3 Framework paradigm for social studies to parents?**

### 8. Conclusion
57:08 – End

**DR. STEVE PAINE**
President for the Partnership for 21st Century Skills

“The 21st century demands new and innovative approaches to acquiring and practicing competencies needed for success in higher education, the workforce, and civic life. The (C3) Framework for Social Studies State Standards provides the K-12 guide for students developing critical thinking and problem solving, collaboration, communication, and creativity, through inquiry in social studies.”

**JUSTICE SANDRA DAY O’CONNOR**
Co-Chair, Campaign for the Civic Mission of Schools

“Knowledge of our system of government and rights and responsibilities as citizens is not passed down through the gene pool, it must be taught. The ‘College, Career and Civic Life’ Framework will help each state improve civic learning for all students.”

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

To download a copy and access other materials go to [socialstudies.org/C3](http://socialstudies.org/C3)

To view this webinar at a later date, go to [http://www.kacee.com/curriculuminstruction/VideoGallery.aspx](http://www.kacee.com/curriculuminstruction/VideoGallery.aspx)
### Next Steps

After viewing the webcast, responding to the prompts, and reviewing the C3 Framework, ask the social studies teachers in your audience to think about some next steps for implementing the Four Dimensions of the Inquiry Arc into their social studies instructional program.

Distribute the C3 Framework Instructional Planning Guides, Grades K-2, 3-5, 6-8, or 9-12 to teachers of their respective grade levels. Invite them to examine a favorite social studies lesson they currently use with their students and align it to the C3 Framework as described in the directions below.

1. Begin by examining the C3 Framework Indicators for your grade level in the Instructional Planning Guide 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.

2. 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 socials 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.

3. 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.

4. 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.

Comments and Questions

We welcome your comments, questions, ideas, resources, and sample lessons for implementing the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*

*Please contact:*
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*For more information, visit*
Los Angeles County Office of Education
http://www.lacoe.edu/CurriculumInstruction/HistorySocialScience.aspx
or
National Council for the Social Studies
http://www.socialstudies.org/c3