

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



## **Instructional Planning Guide**

**GRADES 9-12**

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October 2013



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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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century.

### C3 FRAMEWORK INDICATORS: GRADES 9-12

DIMENSION 1: Developing Questions & Planning Inquiries	C3 INDICATORS	SAMPLE ITEMS	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<p><b>Construction Compelling Questions</b> <i>Individually and with others, students construct compelling questions and...</i></p> <p><b>By the end of Grade 12:</b></p> <ul style="list-style-type: none"> <li>• D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>• Why do we need rules?</li> <li>• Was the Civil Rights Movement of the 1960's a success?</li> </ul>		
	<p><b>Constructing Supporting Questions</b> <i>Individually and with others, students construct supporting questions and...</i></p> <p><b>By the end of Grade 12:</b></p> <ul style="list-style-type: none"> <li>• D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>• What are some rules that families follow?</li> <li>• What legislation was enacted as a result of the Civil Rights Movement?</li> </ul>		
	<p><b>Determining Helpful Sources</b> <i>Individually and with others, students...</i></p> <p><b>By the end of Grade 12:</b></p> <ul style="list-style-type: none"> <li>• D1.5.9-12. 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, the types of sources available, and the potential uses of the sources.</li> </ul>	<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 9-12**

<b>DIMENSION 2: Applying Disciplinary Concepts and Tools: CIVICS</b>	<b>CIVICS</b>		
	<b>CIVIC AND POLITICAL INSTITUTIONS</b>	<b>PARTICIPATION AND DELIBERATION</b>	<b>PROCESSES, RULES, AND LAWS</b>
	<i>By the end of Grade 12, individually and with others, students will...</i>		
	<ul style="list-style-type: none"> <li>• <b>D2.Civ.1.9-12.</b> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• <b>D2.Civ.2.9-12.</b> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> <li>• <b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> <li>• <b>D2.Civ.4.9-12.</b> Explain how the U.S. constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> <li>• <b>D2.Civ.5.9-12.</b> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• <b>D2.Civ.6.9-12.</b> Critique relationships among governments, civil societies, and economic markets.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Civ.7.9-12.</b> Apply civic virtues and democratic principals when working with others.</li> <li>• <b>D2.Civ.8.9-12.</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principals.</li> <li>• <b>D2.Civ.9.9-12.</b> Use appropriate deliberative processes in multiple settings.</li> <li>• <b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Civ.11.9-12.</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> <li>• <b>D2.Civ.12.9-12.</b> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>• <b>D2.Civ.13.9-12.</b> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> <li>• <b>D2.Civ.14.9-12.</b> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
<b>APPLICATION</b>			
<b>CONNECTIONS TO THE COMMON CORE STATE STANDARDS</b>			

## C3 FRAMEWORK INDICATORS: GRADES 9-12

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 12, individually and with others, students will...</i>			
	<ul style="list-style-type: none"> <li>• <b>D2.Eco.1.9-12.</b> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> <li>• <b>D2.Eco.2.9-12.</b> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Eco.3.9-12.</b> Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> <li>• <b>D2.Eco.4.9-12.</b> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> <li>• <b>D2.Eco.5.9-12.</b> Describe the consequences of competition in specific markets.</li> <li>• <b>D2.Eco.6.9-12.</b> Generate possible explanations for a government role in markets when market inefficiencies exist.</li> <li>• <b>D2.Eco.7.9-12.</b> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> <li>• <b>D2.Eco.8.9-12.</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> <li>• <b>D2.Eco.9.9-12.</b> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Eco.10.9-12.</b> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> <li>• <b>D2.Eco.11.9-12.</b> Use economic indicators to analyze the current and future state of the economy.</li> <li>• <b>D2.Eco.12.9-12.</b> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> <li>• <b>D2.Eco.13.9-12.</b> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Eco.14.9-12.</b> Analyze the role of comparative advantage in international trade of goods and services.</li> <li>• <b>D2.Eco.15.9-12.</b> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
APPLICATION				
CONNECTIONS TO THE COMMON CORE STATE STANDARDS				

## C3 FRAMEWORK INDICATORS: GRADES 9-12

DIMENSION 2: Applying Disciplinary Concepts and Tools: GEOGRAPHY	<b>GEOGRAPHY</b>			
	<b>GEOGRAPHIC REPRESENTATIONS: SPATIAL VIEWS OF THE WORLD</b>	<b>HUMAN-ENVIRONMENT INTERACTION: PLACE, REGIONS, AND CULTURE</b>	<b>HUMAN POPULATION: SPATIAL PATTERNS AND MOVEMENTS</b>	<b>GLOBAL INTERCONNECTIONS: CHANGING SPATIAL PATTERNS</b>
	<i>By the end of Grade 12, individually and with others, students will...</i>			
	<ul style="list-style-type: none"> <li>• <b>D2.Geo.1.9-12.</b> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> <li>• <b>D2.Geo.2.9-12.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> <li>• <b>D2.Geo.3.9-12.</b> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Geo.4.9-12.</b> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> <li>• <b>D2.Geo.5.9-12.</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>• <b>D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Geo.7.9-12.</b> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</li> <li>• <b>D2.Geo.8.9-12.</b> Evaluation the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> <li>• <b>D2.Geo.9.9-12.</b> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Geo.10.9-12.</b> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> <li>• <b>D2.Geo.11.9-12</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> <li>• <b>D2.Geo.12.9-12.</b> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
<b>APPLICATION</b>				
<b>CONNECTIONS TO THE COMMON CORE STATE STANDARDS</b>				

**C3 FRAMEWORK INDICATORS: GRADES 9-12**

**HISTORY**

**DIMENSION 2: Applying Disciplinary Concepts and Tools: HISTORY**

CHANGE, CONTINUITY, AND CONTEXT	PERSPECTIVES	HISTORICAL SOURCES AND EVIDENCE	CAUSATION AND ARGUMENTION
<i>By the end of Grade 12, individually and with others, students will...</i>			
<ul style="list-style-type: none"> <li>• <b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• <b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.</li> <li>• <b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>• <b>D2.His.5.9-12.</b> Analyze how historical contexts shaped and continue to shape people’s perspectives.</li> <li>• <b>D2.His.6.9-12.</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> <li>• <b>D2.His.7.9-12.</b> Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>• <b>D2.His.8.9-12.</b> Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.His.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</li> <li>• <b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>• <b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their make, date, place of origin, intended audience, and purpose.</li> <li>• <b>D2.His.12.9-12.</b> Use questions generate about multiple historical sources to pursue further inquiry and investigate additional sources.</li> <li>• <b>D2.His.13.9-12.</b> Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</li> <li>• <b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.</li> <li>• <b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>• <b>D2.His.17.9-12.</b> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>

**APPLICATION**

**CONNECTIONS TO THE COMMON CORE STATE STANDARDS**



**C3 FRAMEWORK INDICATORS: GRADES 9-12**

<b>DIMENSION 3: Evaluating and Using Evidence</b>	<b>C3 INDICATORS</b>	<b>DESCRIPTION</b>	<b>APPLICATION</b>	<b>CONNECTIONS TO THE COMMON CORE STATE STANDARDS</b>
	<p><b>Gathering and Evaluating Sources</b></p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> <li>• <b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• <b>D3.2.9-12.</b> Evaluate the credibility of a source by examining how experts value the source.</li> </ul> <p><b>Developing Claims and Using Evidence</b></p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> <li>• <b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul> <p><b>D3.4.9-12.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<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 9-12

DIMENSION 4: Communicating Conclusions & Taking Informed Action	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<p><b>Communicating Conclusions</b></p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> <li>• <b>D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• <b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> <li>• <b>D4.3.9-12.</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).</li> </ul>	<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><b>Critiquing Conclusions</b></p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"> <li>• <b>D4.4.9-12.</b> Critique the use of claims and evidence in arguments for credibility.</li> <li>• <b>D4.5.9-12.</b> Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>				

	<p><b>Taking Informed Action</b></p> <p><i>Individually and with others, students...</i></p> <ul style="list-style-type: none"><li>• <b>D4.6.9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems overtime and place.</li><li>• <b>D4.7.9-12.</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li><li>• <b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li></ul>	<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

<b>Title of Lesson:</b>	<b>Subject/Course:</b>	<b>Grade Level:</b>
<b>Dimension 1</b>  <b>Developing Questions and Planning Inquiries</b>	<b>C3 Indicators</b>	<b>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
	<p><b>Compelling Questions:</b> Questions about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response.</p>	
	<p><b>Supporting Questions:</b> Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.</p>	
	<p><b>Determining Helpful Sources</b> 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>	

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

<b>Dimension 3</b>	<b>C3 Indicators</b>	<b>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>Evaluating Sources and Using Evidence</b>	<p><b>Gathering and Evaluating Sources</b></p> <p><b>Sources of Evidence</b> List relevant information from multiple sources representing a wide range of views and personal experiences.</p> <p><b>Evaluate Sources</b> Describe how students will evaluate the credibility of sources by examining how experts value the source(s).</p>	
	<p><b>Developing Claims and Using Evidence</b> 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
<b>Communicating Conclusions and Taking Informed Action</b>	<p><b>Communicating and Critiquing Conclusions</b>  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><b>Take Informed Action</b>  Describe how students will take informed action to respond to the issues raised in the inquiry and investigation.</p>	

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



**Resources Needed**

**On-Site People, Facilities:**

**Equipment:**

**Materials:**

**Community Resources:**