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

Collaboration between:

- Representatives from 23 states (including Illinois)
- 15 Professional Organizations (AHA, NCSS, NCGE, NCHE, American Bar Association . . .)
- Social Studies Teachers k-12
- Experts in the Social Studies fields

Might be the most extensive collaboration of social studies stakeholders to collaborate on a project, ever!
WHAT?

C3 is a framework to complement state standards, not to replace state standards.

Concept Content vs. Curricular Content

C3 is not a set of curricular content standards. It does not give specific and comprehensive direction on the scope and sequence of social studies k-12 education

Curricular Content will still be left to state and local education entities.

There is “Conceptual Content” or big ideas

Focus on 4 “core” social studies disciplines and how to teach more than what to teach.

Concept rich rather than content rich

More on the “What?” in a little while!
WHEN?

Work on the C3 started after the release of the Common Core Standards in 2010.

After three years of collaboration and discussion the C3 framework was ready!

Published on September 17, 2013.

So, if you haven’t heard of the C3 yet, you aren’t alone!
WHY?

Collective response to Common Core Standards from social studies stake holders.

Fear that social studies would be rolled in to English / Language Arts and not studied in its own right.

Disciplines wide response to why social studies is important to study and what studying social studies does that studying other disciplines does not.

“Literacy Through Social Studies”: Acknowledgement that teaching social studies is teaching literacy but that the value of social studies goes beyond just literacy and career/college preparation and into preparation for engagement in civic life.
COMMON CORE & C3
LIKE TWO PEAS IN A POD
C3 IS THE COMMON CORE AND MORE!

C3 aligns to, incorporates, and extends all 36 anchor standards from the ELA Common Core

**Foundational:** All ELA / Literacy Common Core Standards

**Supportive:** Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6

**Vital:** Reading 1; Writing 7; Speaking and Listening 1.
**TABLE 4: Connections between the C3 Framework and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

<table>
<thead>
<tr>
<th>DIMENSION 1</th>
<th>ANCHOR STANDARDS</th>
<th>DIMENSION 2</th>
<th>ANCHOR STANDARDS</th>
<th>DIMENSION 3</th>
<th>ANCHOR STANDARDS</th>
<th>DIMENSION 4</th>
<th>ANCHOR STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Developing Questions and Planning Inquiries</td>
<td>R1 W7 SL1</td>
<td>Civics</td>
<td>R1-10 W7 SL1 L6</td>
<td>Gathering and Evaluating Sources</td>
<td>R1-10 W1, 2, 7-10 SL1</td>
<td>Communicating and Critiquing Conclusions</td>
<td>R1 W 1-8 SL1-6</td>
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<td></td>
<td>Economics</td>
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<td>Developing Claims and Using Evidence</td>
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<td>Geography</td>
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<td>History</td>
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</table>
The authors of the C3 Framework intentionally used the same academic language that is utilized in the Common Core when discussing what students should be able to do with regards to social studies.

The good news - - The Common Core got it right! So using the same language was a natural fit!

Dimension 1: Argument; Explanation; Point of View
Dimension 2: Analysis; Argument; Evidence; Questioning
Dimension 3: Argument; Sources; Evidence; Claims; Counterclaims
Dimension 4: Argument; Explanation; Sources; Evidence; Claims; Counterclaims; Visualize; Credibility

One important distinction:
The Common Core uses the word “opinion” for K-5. The C3 Framework uses the word “argument” instead.
C3
SO WHAT IS IT?
THREE PILLARS OF THE C3

1. Inquiry is and should be the center of social studies education at all levels

2. Disciplinary integrity does matter but so to do interdisciplinary connections

3. Informed action (civic life) is clear and present as a part of social studies education.
THE INQUIRY ARC

Dimension 1:
Developing Questions & Planning Inquiries

Dimension 2:
Applying Disciplinary Concepts & Tools

Dimension 3:
Evaluating Sources & Using Evidence

Dimension 4:
Communicating Conclusions & Taking Informed Action
Questioning is key to student learning.

2 kinds of questions

**Compelling Questions: (Lead to Arguments)**
- Focus on real problems, issues, or curiosities.
- Intellectually rich and multi faceted with interdisciplinary answers.
- The kinds of questions scholars as well as citizens discuss and write about.

Examples include:
- Was the American Revolution truly revolutionary?
- Should we build transcontinental oil pipelines?

**Supporting Questions: (Lead to Explanations)**
- These questions scaffold learning and provide supporting information for the compelling questions.
- More informational in nature.
- Focus on descriptions, definitions, and processes.
- They build the larger framework for student inquiry.
DIMENSION 1 STEPS:

1. Construct Compelling Questions
2. Construct Supporting Questions
3. Determine Helpful sources
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Focus on four “federally defined” core social studies areas:

- Civics
- Economics
- Geography
- History

Behavioral sciences not included in C3 but each discipline (Anthropology, Psychology, and Sociology) submitted appendices to the C3 Framework that address who those fields contribute to a rich and varied social studies education.

See Lesson Planning Packets for grade level specific standards in Civics, Economics, Geography, and History.
CONCEPTS OF THE CORE 4:

Civics:
- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws

Economics:
- Economic Decision Making
- Exchange and Markets
- The National Economy
- The Global Economy

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

History:
- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation
## DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE

### Table 25: Gathering and Evaluating Sources

<table>
<thead>
<tr>
<th></th>
<th>BY THE END OF GRADE 2</th>
<th>BY THE END OF GRADE 5</th>
<th>BY THE END OF GRADE 8</th>
<th>BY THE END OF GRADE 12</th>
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</thead>
<tbody>
<tr>
<td><strong>D3.1.K-2.</strong> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</td>
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<tr>
<td><strong>D3.1.3-5.</strong> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</td>
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<tr>
<td><strong>D3.1.6-8.</strong> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</td>
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<tr>
<td><strong>D3.1.9-12.</strong> 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.</td>
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<tr>
<td><strong>D3.2.K-2.</strong> Evaluate a source by distinguishing between fact and opinion.</td>
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<tr>
<td><strong>D3.2.3-5.</strong> Use distinctions among fact and opinion to determine the credibility of multiple sources.</td>
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<tr>
<td><strong>D3.2.6-8.</strong> Evaluate the credibility of a source by determining its relevance and intended use.</td>
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<tr>
<td><strong>D3.2.9-12.</strong> Evaluate the credibility of a source by examining how experts value the source.</td>
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</tbody>
</table>
### Table 26: Developing Claims and Using Evidence

<table>
<thead>
<tr>
<th></th>
<th>By the End of Grade 2</th>
<th>By the End of Grade 5</th>
<th>By the End of Grade 8</th>
<th>By the End of Grade 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Begin in grades 3–5</strong></td>
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<tr>
<td></td>
<td><strong>D3.3.3-5.</strong> Identify evidence that draws information from multiple sources in response to compelling questions.**</td>
<td><strong>D3.3.6-8.</strong> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.**</td>
<td><strong>D3.3.9-12.</strong> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.**</td>
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</tr>
<tr>
<td><strong>Begin in grades 3–5</strong></td>
<td><strong>D3.4.3-5.</strong> Use evidence to develop claims in response to compelling questions.**</td>
<td><strong>D3.4.6-8.</strong> Develop claims and counterclaims while pointing out the strengths and limitations of both.**</td>
<td><strong>D3.4.9-12.</strong> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.**</td>
<td></td>
</tr>
</tbody>
</table>

*By the end of grades 3–5, students are expected to...*
## DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION!

Table 28: Communicating and Critiquing Conclusions:

<table>
<thead>
<tr>
<th>BY THE END OF GRADE 2</th>
<th>BY THE END OF GRADE 5</th>
<th>BY THE END OF GRADE 8</th>
<th>BY THE END OF GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D4.1.1.2</strong> Construct an argument with reasons.</td>
<td><strong>D4.1.3.5</strong> Construct arguments using claims and evidence from multiple sources.</td>
<td><strong>D4.1.6.8</strong> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</td>
<td><strong>D4.1.9.12</strong> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</td>
</tr>
<tr>
<td><strong>D4.2.1.2</strong> Construct explanations using correct sequence and relevant information.</td>
<td><strong>D4.2.3.5</strong> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</td>
<td><strong>D4.2.6.8</strong> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</td>
<td><strong>D4.2.9.12</strong> 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).</td>
</tr>
<tr>
<td><strong>D4.3.1.2</strong> Present a summary of an argument using print, oral, and digital technologies.</td>
<td><strong>D4.3.3.5</strong> Present a summary of arguments and explanations to others outside the classroom using print and digital technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</td>
<td><strong>D4.3.6.8</strong> Present adaptations of arguments and explanations on topics of interest to others to reach different audiences and venues outside the classroom using print and digital technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</td>
<td><strong>D4.3.9.12</strong> Present adaptations of arguments and explanations to others outside the classroom using print and digital technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technology (e.g., Internet, social media, and digital documentary).</td>
</tr>
</tbody>
</table>
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION!

Table 29: Critiquing Conclusions

<table>
<thead>
<tr>
<th>BY THE END OF GRADE 2</th>
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<th>BY THE END OF GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</strong></td>
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<tr>
<td><strong>D4.4.K-2. Ask and answer questions about arguments.</strong></td>
<td><strong>D4.4.3-5. Critique arguments.</strong></td>
<td><strong>D4.4.6-8. Critique arguments for credibility.</strong></td>
<td><strong>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</strong></td>
</tr>
<tr>
<td><strong>D4.5.K-2. Ask and answer questions about explanations.</strong></td>
<td><strong>D4.5.3-5. Critique explanations.</strong></td>
<td><strong>D4.5.6-8. Critique the structure of explanations.</strong></td>
<td><strong>D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.</strong></td>
</tr>
</tbody>
</table>
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION!

Table 30: Taking Informed Action

<table>
<thead>
<tr>
<th>BY THE END OF GRADE 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</td>
<td>D4.6.3-5. Draw on disciplinary-plenary 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.</td>
<td>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.</td>
<td>D4.6.9-12. 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 over time and place.</td>
</tr>
<tr>
<td>D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</td>
<td>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</td>
<td>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.</td>
<td>D4.7.9-12. 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.</td>
</tr>
<tr>
<td>D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</td>
<td>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.</td>
<td>D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classroom and schools, and in out-of-school civic contexts.</td>
<td>D4.8.9-12. 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.</td>
</tr>
</tbody>
</table>
HOW SHOULD WE USE THE C3 FRAMEWORK?

Purpose is to guide not to prescribe

- Frame for organizing curricular content not a prescription for the specific content to be taught.

Can be used to guide curriculum topic selection in consultation with state and local standards

- Dimension 2 and the 4 “core” social studies disciplines.

- The “What” to teach

Can be used to re-structure how you approach social studies education in your classroom, department, school, district.

- Social Studies as an inquiry based discipline that moves beyond fact accumulation into problem solving, argument making, and civic action!

- The “How” to teach
WHAT WILL IT LOOK LIKE IN PRACTICE?

That’s a good question!

C3 released in September 2013 – many teachers in the field (including some of the authors of the framework) have just begun the process of realigning their teaching to more fully fit with the C 3 Inquiry Arc.

Appendix A of the C3 document provides and example of what lesson planning with the C3 in mind could look like.

C3 sample on the Great Recession
MY "COMPELLING QUESTION" FOR YOU . . .

What will C3 social studies education look like at Altus Academy?
RESOURCES

C3 Framework:
http://www.socialstudies.org/c3

Los Angeles County Office of Education Webinar on the C3:

C3 Lesson Planning Guides from Los Angeles County Office of Education: