

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



## **Instructional Planning Guide**

**GRADES K-2**

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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 teachers. Be intentional in developing literacy skills found in the Common Core State Standards. Reading, writing, speaking and listening and language skills are critically important to meet the goal of the social studies to prepare students for civic engagement. Utilize the deep content knowledge and concepts found in social studies as a context for developing important literacy skills. The two subject areas are optimized when they work hand-in-hand. Explore ways to help English Learners meet the instructional goals of your lesson while at the same time develop English language competencies.

## **Conclusion**

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

### C3 FRAMEWORK INDICATORS: GRADES K-2

DIMENSION 1: Developing Questions & Planning Inquiries	C3 INDICATORS	SAMPLE ITEMS	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<p><b>Construction Compelling Questions</b></p> <p><i>Individually and with others, students construct compelling questions and...</i></p> <p><b>By the end of Grade 2:</b></p> <ul style="list-style-type: none"> <li>• D1.1.K-2. Explain why the compelling question is important to the student.</li> <li>• D1.2.K-2. Identify disciplinary 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: Why do we need rules?</p>		
	<p><b>Constructing Supporting Questions</b></p> <p><i>Individually and with others, students construct supporting questions and...</i></p> <p><b>By the end of Grade 2:</b></p> <ul style="list-style-type: none"> <li>• D1.3.K-2. Identify facts and concepts associated with a supporting question.</li> <li>• D1.4.K-2. Make connections between supporting questions and compelling questions.</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: What are some rules that families follow?</p>		
	<p><b>Determining Helpful Sources</b></p> <p><i>Individually and with others, students...</i></p> <p><b>By the end of Grade 2:</b></p> <ul style="list-style-type: none"> <li>• D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</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 K-2

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

### CIVICS

#### CIVIC AND POLITICAL INSTITUTIONS

#### PARTICIPATION AND DELIBERATION

#### PROCESSES, RULES, AND LAWS

*By the end of Grade 2, individually and with others, students will...*

- **D2.Civ.1.K-2.** Describe roles and responsibilities of people in authority.
- **D2.Civ.2.K-2.** Explain how all people, not just official leaders, play important roles in a community.
- **D2.Civ.3.K-2.** Explain the need for and purposes of rules in various settings inside and outside of school.
- **D2.Civ.4.K-2.** *Begins in grades 3–5*
- **D2.Civ.5.K-2.** Explain what governments are and some of their functions.
- **D2.Civ.6.K-2.** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- **D2.Civ.7.K-2.** Apply civic virtues when participating in school settings.
- **D2.Civ.8.K-2.** Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- **D2.Civ.9.K-2.** Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- **D2.Civ.10.K-2.** Compare their own point of view with others' perspectives.

- **D2.Civ.11.K-2.** Explain how people can work together to make decisions in the classroom.
- **D2.Civ.12.K-2.** Identify and explain how rules function in public (classroom and school) settings.
- **D2.Civ.13.K-2** *Begins in grades 3–5.*
- **D2.Civ.14.K-2.** Describe how people have tried to improve their communities over time.

### APPLICATION

### CONNECTIONS TO THE COMMON CORE STATE STANDARDS

### C3 FRAMEWORK INDICATORS: GRADES K-2

DIMENSION 2: Applying Disciplinary Concepts and Tools: ECONOMICS	<b>ECONOMICS</b>			
	<b>ECONOMIC DECISION MAKING</b>	<b>EXCHANGE AND MARKETS</b>	<b>THE NATIONAL ECONOMY</b>	<b>THE GLOBAL ECONOMY</b>
	<i>By the end of Grade 2, individually and with others, students will...</i>			
	<ul style="list-style-type: none"> <li>• <b>D2.Eco.1.K-2.</b> Explain how scarcity necessitates decision making.</li> <li>• <b>D2.Eco.2.K-2.</b> Identify the benefits and costs of making various personal decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Eco.3.K-2.</b> Describe the skills and knowledge required to produce certain goods and services.</li> <li>• <b>D2.Eco.4.K-2</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.</li> <li>• <b>D2.Eco.5.K-2</b> Identify prices of products in a local market</li> <li>• <b>D2.Eco.6.K-2.</b> Explain how people earn income.</li> <li>• <b>D2.Eco.7.K-2.</b> Describe examples of costs of production.</li> <li>• <b>D2.Eco.8.K-2.</b> <i>Begins in grades 3-5.</i></li> <li>• <b>D2.Eco.9.K-2.</b> Describe the role of banks in an economy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Eco.10.K-2.</b> Explain why people save.</li> <li>• <b>D2.Eco.11.K-2</b> <i>Begins in grades 3-5.</i></li> <li>• <b>D2.Eco.12.K-2.</b> Describe examples of the goods and services that governments provide.</li> <li>• <b>D2.Eco.13.K-2.</b> Describe examples of capital goods and human capital.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Eco.14.K-2.</b> Describe why people in one country trade goods and services with people in other countries.</li> <li>• <b>D2.Eco.15.K-2.</b> Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.</li> </ul>
<b>APPLICATION</b>				
<b>CONNECTIONS TO THE COMMON CORE STATE STANDARDS</b>				

## C3 FRAMEWORK INDICATORS: GRADES K-2

### 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
<i>By the end of Grade 2, individually and with others, students will...</i>			
<ul style="list-style-type: none"> <li>• <b>D2.Geo.1.K-2.</b> Construct maps, graphs, and other representations of familiar places.</li> <li>• <b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</li> <li>• <b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</li> <li>• <b>D2.Geo.5.K-2.</b> Describe how human activities affect the cultural and environmental characteristics of places or regions.</li> <li>• <b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Geo.7.K-2.</b> Explain why and how people, goods, and ideas move from place to place.</li> <li>• <b>D2.Geo.8.K-2.</b> Compare how people in different types of communities use local and distant environments to meet their daily needs.</li> <li>• <b>D2.Geo.9.K-2.</b> Describe the connections between the physical environment of a place and the economic activities found there.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.Geo.10.K-2.</b> Describe changes in the physical and cultural characteristics of various world regions.</li> <li>• <b>D2.Geo.11.K-2.</b> Explain how the consumption of products connects people to distant places.</li> <li>• <b>D2.Geo.12.K-12.</b> Identify ways that a catastrophic disaster may affect people living in a place.</li> </ul>

### APPLICATION

### CONNECTIONS TO THE COMMON CORE STATE STANDARDS

## C3 FRAMEWORK INDICATORS: GRADES K-2

DIMENSION 2: Applying disciplinary Concepts and Tools: HISTORY	<b>HISTORY</b>			
	<b>CHANGE, CONTINUITY, AND CONTEXT</b>	<b>PERSPECTIVES</b>	<b>HISTORICAL SOURCES AND EVIDENCE</b>	<b>CAUSATION AND ARGUMENTION</b>
	<b><i>By the end of Grade 2, individually and with others, students will...</i></b>			
<ul style="list-style-type: none"> <li>• <b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.</li> <li>• <b>D2.His.2.K-2.</b> Compare life in the past to life today.</li> <li>• <b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.His.4.K-2.</b> Compare perspectives of people in the past to those of people in the present.</li> <li>• <b>D2.His.5.K-2.</b> <i>Begins in grades 3-5.</i></li> <li>• <b>D2.His.6.K-2.</b> Compare different accounts of the same historical event.</li> <li>• <b>D2.His.7.K-2.</b> <i>Begins in grades 9-12.</i></li> <li>• <b>D2.His.8.K-2.</b> <i>Begins in grades 9-12.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.His.9.K-2.</b> Identify different kinds of historical sources.</li> <li>• <b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past.</li> <li>• <b>D2.His.11.K-2.</b> Identify the maker, date, and place of origin for a historical source from information within the source itself.</li> <li>• <b>D2.His.12.K-2.</b> Generate questions about a particular historical source as it relates to a particular historical event or development.</li> <li>• <b>D2.His.13.K-2.</b> <i>Begins in grades 3-5.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past.</li> <li>• <b>D2.His.15.K-2.</b> <i>Begins in grades 6-8.</i></li> <li>• <b>D2.His.16.K-2.</b> Select which reasons might be more likely than others to explain a historical event or development.</li> <li>• <b>D2.His.17.K-2.</b> <i>Begins in grades 3-5.</i></li> </ul>	
<b>APPLICATION</b>				
<b>CONNECTIONS TO THE COMMON CORE STATE STANDARDS</b>				



### C3 FRAMEWORK INDICATORS: GRADES K-2

DIMENSION 3: Evaluating Sources and Using Evidence	C3 INDICATORS	DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
	<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.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> <li>• <b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</li> </ul>	<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><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.K-2.</b> <i>Begins in grades 3-5.</i></li> <li>• <b>D3.4.K-2.</b> <i>Begins in grades 3-5.</i></li> </ul>	<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 K-2

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.K-2.</b> Construct an argument with reasons.</li> <li>• <b>D4.2.K-2.</b> Construct explanations using correct sequence and relevant information.</li> <li>• <b>D4.3.K-2.</b> Present a summary of an argument using print, oral, and digital technologies.</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.K-2.</b> Ask and answer questions about arguments.</li> <li>• <b>D4.5.K-2.</b> Ask and answer questions about 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.K-2.</b> Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> <li>• <b>D4.7.K-2.</b> Identify ways to take action to help address local, regional, and global problems.</li> <li>• <b>D4.8.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</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>		

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

Title of Lesson:	Subject/Course:	Grade Level:
<b>Dimension 1</b>  <b>Developing Questions and Planning Inquiries</b>	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	<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>	

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

Dimension 3	C3 Indicators	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
<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"/> 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:
	<b>Summative Assessment</b>	<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:**