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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *mlowery*
DATE: April 22, 2014
SUBJECT: College, Career and Civic Life (C3) Framework for Social Studies State Standards

PURPOSE:

To provide general information about the new C3 (College, Career and Civic Life) Framework for Social Studies State Standards. MSDE will seek the adoption of the new framework by the State Board in the coming months.

HISTORICAL BACKGROUND:

In January, 2010, the National Council for the Social Studies met in partnership with 20 national organizations in civics, economics and history to discuss the need for changes in the current frameworks to incorporate college and career ready standards related to the social sciences. After much conversation, the council hoped that states would use the discussion document to develop a framework that school districts could use in the development of new curricula. As a result of that work, the Social Studies Assessment, Curriculum and Instruction (SSACI) Collaborative at the Council of Chief State School Officers (CCSSO) was formed with 23 states joining. Maryland was one of the leading states in this collaborative effort that included professional organizations, lead writers, teachers, editors, graphic designers and curricular and cultural organizations.

EXECUTIVE SUMMARY:

The following are recommendation for discussion:

- The College, Career and Civic Life (C3) Framework for Social Studies State Standards provide more rigor in the Social Studies curriculum.
- The C3 framework helps students build critical thinking skills and enhance their participation as engaged citizens.
- The C3 framework is aligned to the Maryland College and Career Ready standards.
- The Principles of the C3 Framework are formed around the core disciplines of civics, economics, geography and history and share in the responsibility for literacy instruction in K-12 education.
- The four Dimensions of the framework: Developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence and communicating conclusions and taking informed action are instructional shifts that integrate social studies concepts in every discipline.

ACTION:

For information only.

Attachments

The Way Forward

Social Studies—
Preparing Students
for College, Career
and Civic Life

National Council for the Social Studies



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College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Submitted by ImDeby on Wed, 09/11/2013 - 11:26am



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join-sm.jpg

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K-12 Civic, Economics, Geography, and History

The result of a three-year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was developed to serve two audiences: for states to update their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines by building critical thinking, problem solving, and participatory skills to become engaged citizens; and b) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

What are the guiding principles?

The C3 is driven by the following shared 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 for 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.

The Civic Mission of Schools
BOSTONNESS
For Freedom Ring
November 21-23, 2014
Free Download

Connections to the
National Social Studies
Standards

The C3 Framework was
purposefully designed to offer
guidance and support to states
and practitioners.

Social Education

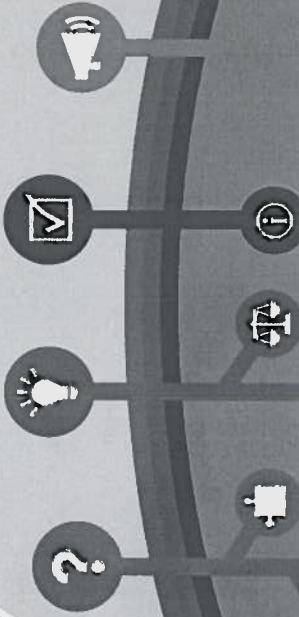
The C3 Framework
for Social Studies
State Standards
Guided Editor
The Institute of Education



National Council for the Social Studies

SOCIAL STUDIES FOR THE NEXT GENERATION

Purposes, Practices, and Implications
of the College, Career, and Civic Life (C3)
Framework for Social Studies State Standards



C3 TEACHERS IN ACTION

Visit NCSS

www.socialstudies.org/c3

Introduction to C3: College, Career and Civic Life

College, Career and Civic
Life (C3)

Framework for Social
Studies State Standards:

State guidance for enhancing the
rigor of K-12

civics, economics, geography and
history



Social Studies

A Sputnik Moment for the Social Studies

In January 2010, National Council for the Social Studies convened over 20 national organizations in civics, economics, and history, to have a conversation about state standards for social studies.

The group decided to develop a framework instead of very specific content standards.

The hope was that the document would serve as a guide for states and school districts to use in the review or the development of their standards.

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
National Council for Geographic Education
National Council for History Education
National Council for the Social Studies
National Geographic Society
National History Day
Street Law, Inc.
World History Association

Background: A Three Year State-led Effort

Social Studies Assessment, Curriculum and Instruction (SSACI) Collaborative at CCSSO

- 23 states, Maryland was a lead state
- Los Angeles County Office of Education
- University of Delaware

15 Professional Organizations

17 Writers

50 Teachers

10 Editors

4 Graphic Designers

27 Curricular and Cultural Organizations

Over **3000** respondents

What are the Objectives of C3?

- 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.

Principles of the C3 Framework

- Prepares the nation's young people for college, careers, and civic life;
- Inquiry is at the heart of the social studies;
- Formed by core disciplines of civics, economics, geography, and history;
- 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.

C3 Dimensions

- ❖ **Dimension 1**
Developing Questions and Planning Inquiries
- ❖ **Dimension 2**
Applying Disciplinary Tools and Concepts
(Civics, Economics, Geography, and History)
- ❖ **Dimension 3**
Evaluating Sources and Using Evidence
- ❖ **Dimension 4**
Communicating Conclusions and Taking Informed
Action

Dimension #1 Developing Questions and Planning Inquiries

- Compelling questions focus on real problems that have intellectually integrity and are student friendly;
- Focus on planning inquiries that spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.

Dimension #2: Applying Disciplinary Tools and Concepts

Civics

- Using deliberative processes
- Participating in school settings
- Following rules

Economics

- Making economic decisions
- Using economic data
- Identifying prices in a market

Geography

- Reasoning spatially
- Constructing maps
- Using geographic data

History

- Classifying historical sources
- Determining the purpose of an historical source
- Analyzing cause and effect in history

Connections to the Common Core State Standards for English Language Arts

- citing textual evidence
- understanding disciplinary vocabulary
- distinguishing and using fact, opinion, and reasoned judgment in a text
- distinguishing competing or alternating claims
- narrating historical events.

Dimension #3: Evaluating Sources and Using Evidence

- Gather and evaluate sources using various technology and skills to express responses to compelling and supporting questions;
- Evaluate the credibility of a source by determining its relevance and use;
- Develop well-reasoned explanations and evidence-based arguments;
- Generate claims and identify evidence to support those claims,

Dimension #4: Communicating Conclusions and Taking Informed Action

- Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems,
- Assess individual and collective capacities to take action to address local, regional, and global problems,
- Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Instructional Shifts for Social Studies

- **Craft Questions That Matter**
- **Establish a collaborative context to support student inquiry.**
- **Integrate content and skills meaningfully.**
- **Articulate disciplinary literacy practices and outcomes.**
- **Provide tangible opportunities for taking informed action.**