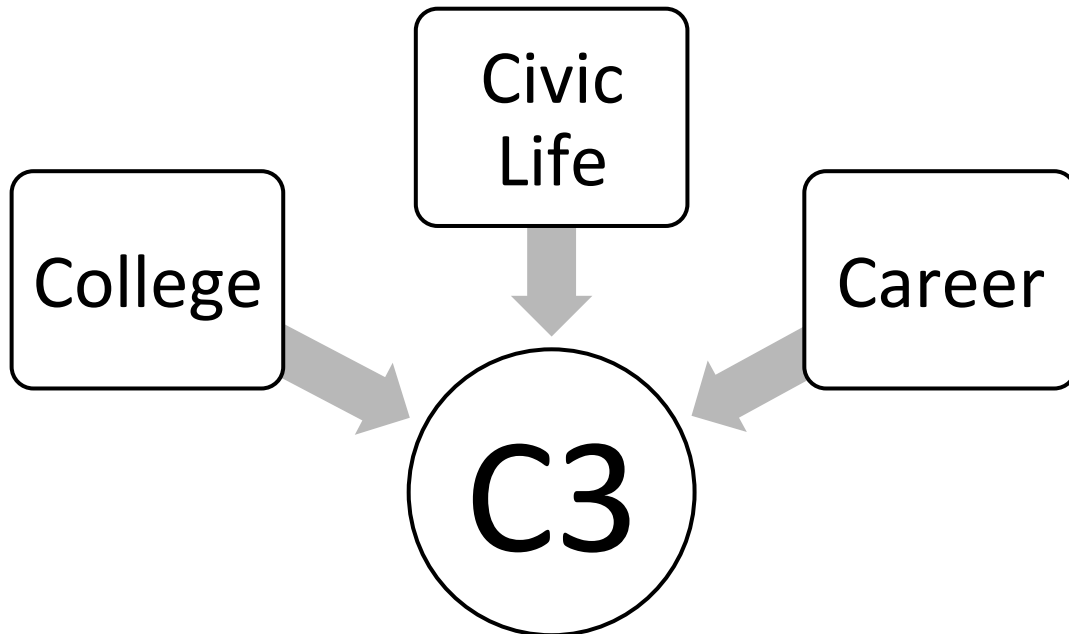


## A Concise Overview of the New Social Studies Standards

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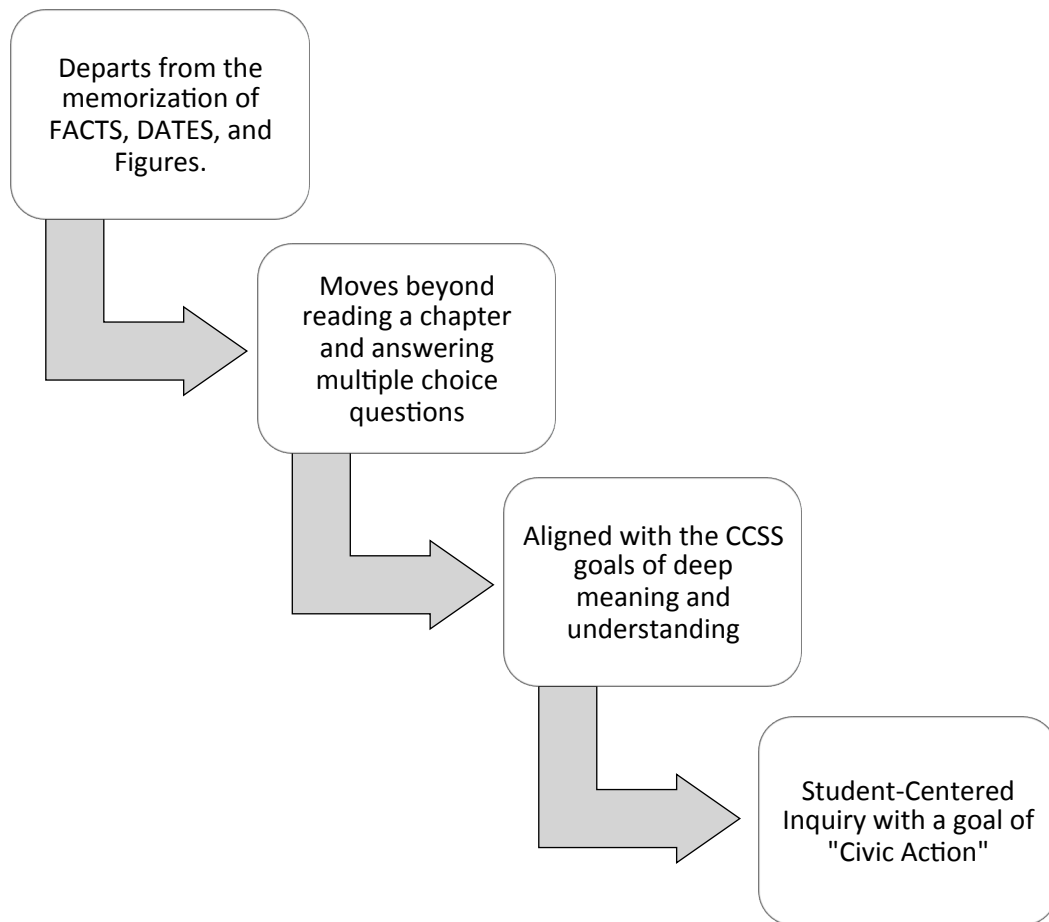


Published by the National Council for Social Studies in 2013, *(C3) Framework* is a richly collaborative response to the merger of Social Studies and ELA in the CCSS. Its stated purpose is to provide guidance to states and practitioners enhancing the rigor of K-12 Civics, Economics, Geography, and History. The fifteen professional organizations and thousands of contributing practitioners who crafted these frameworks shared a goal of building critical thinking, problem solving, and participatory skills of learners. The universal value of knowledgeable, thinking, and active citizens moves the framework forward.

**“Now more than ever,** students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary.”

National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, p. 6.

Social studies teaching has been redefined by this *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. This opens a doorway to rigorous professional practice. Here’s how the C3 Framework is different:



The days of reading chapters in textbooks, answering fact based questions, and taking tests are over. With a goal of regenerating social studies instruction, this framework embraces the arc of inquiry placing students at the center of their own learning. The C3 encourages student-centered learning with four “*dimensions:*”

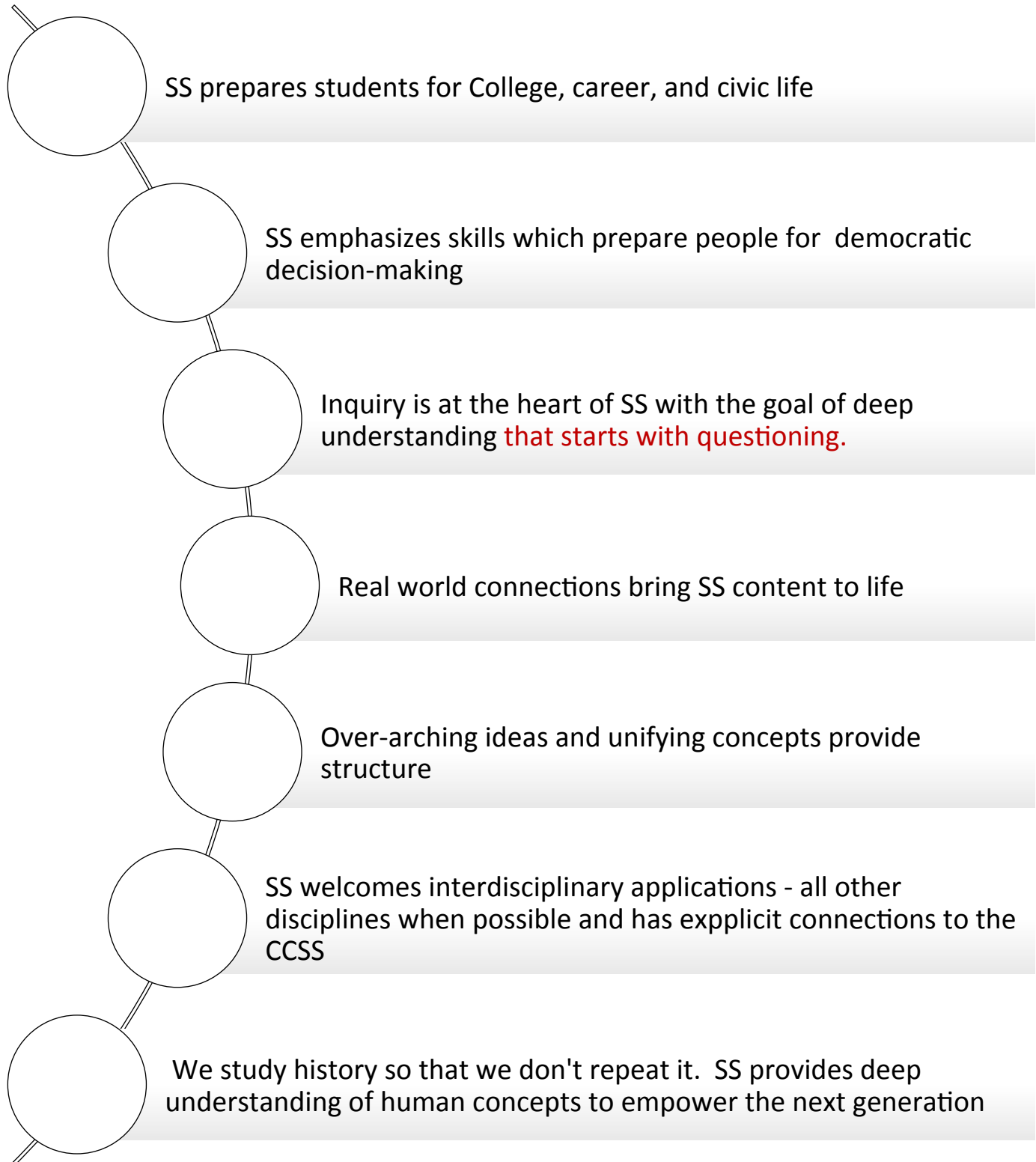
- Developing questions and planning inquiries
- Applying Social Studies *concepts and tools*
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action.

“The heart of the C3 Framework lies in the Inquiry Arc and the four dimensions that define it. But no inquiry is generic; each takes root in a *compelling question* that draws from one or more of the disciplines of civics, economics, geography, and history.”

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, p. 66.

## Fundamental Precepts of the Standards:

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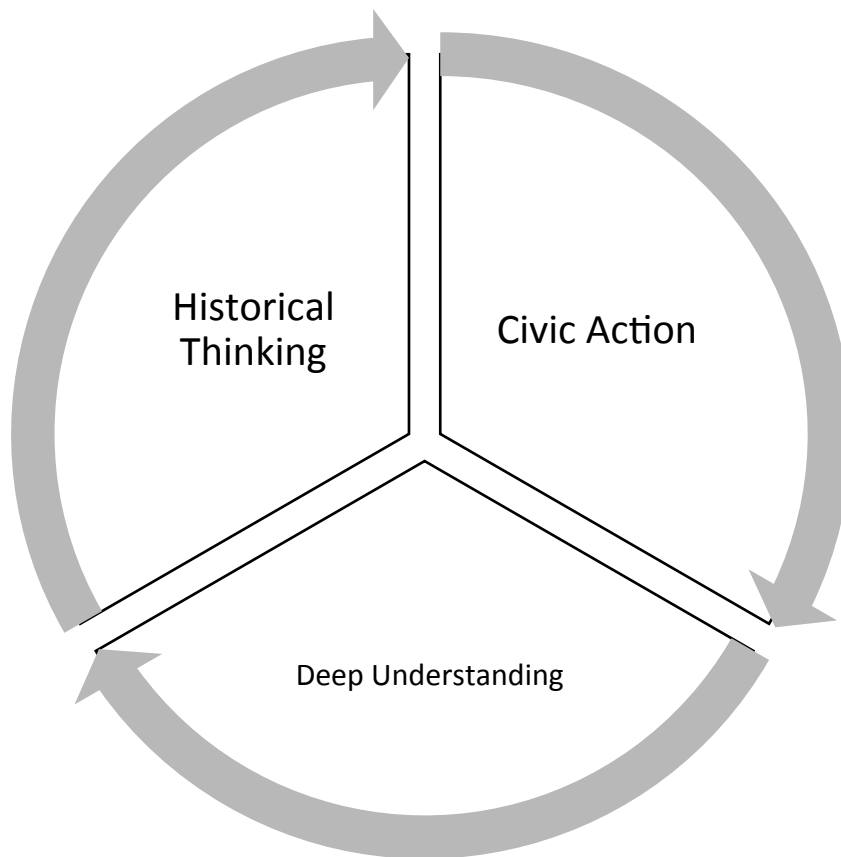


## Goals of the new C3 Standards:

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“Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.”

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, p. 19.



With a goal of “*civic action*,” educators are encouraged to incubate “*historical thinking*” so that students will be able to *deeply understand* an issue. Historical thinking is a nice label for what the C3 calls “*practices*.” If we were to ask a group of SS teachers, “how can we view something through a **SS lens**?” They would likely reply:

Historical-  
timelines -Eras

Economical

Political

Geographic





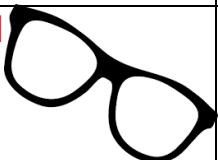
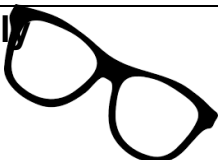
Demographics  
- People

Change over  
time

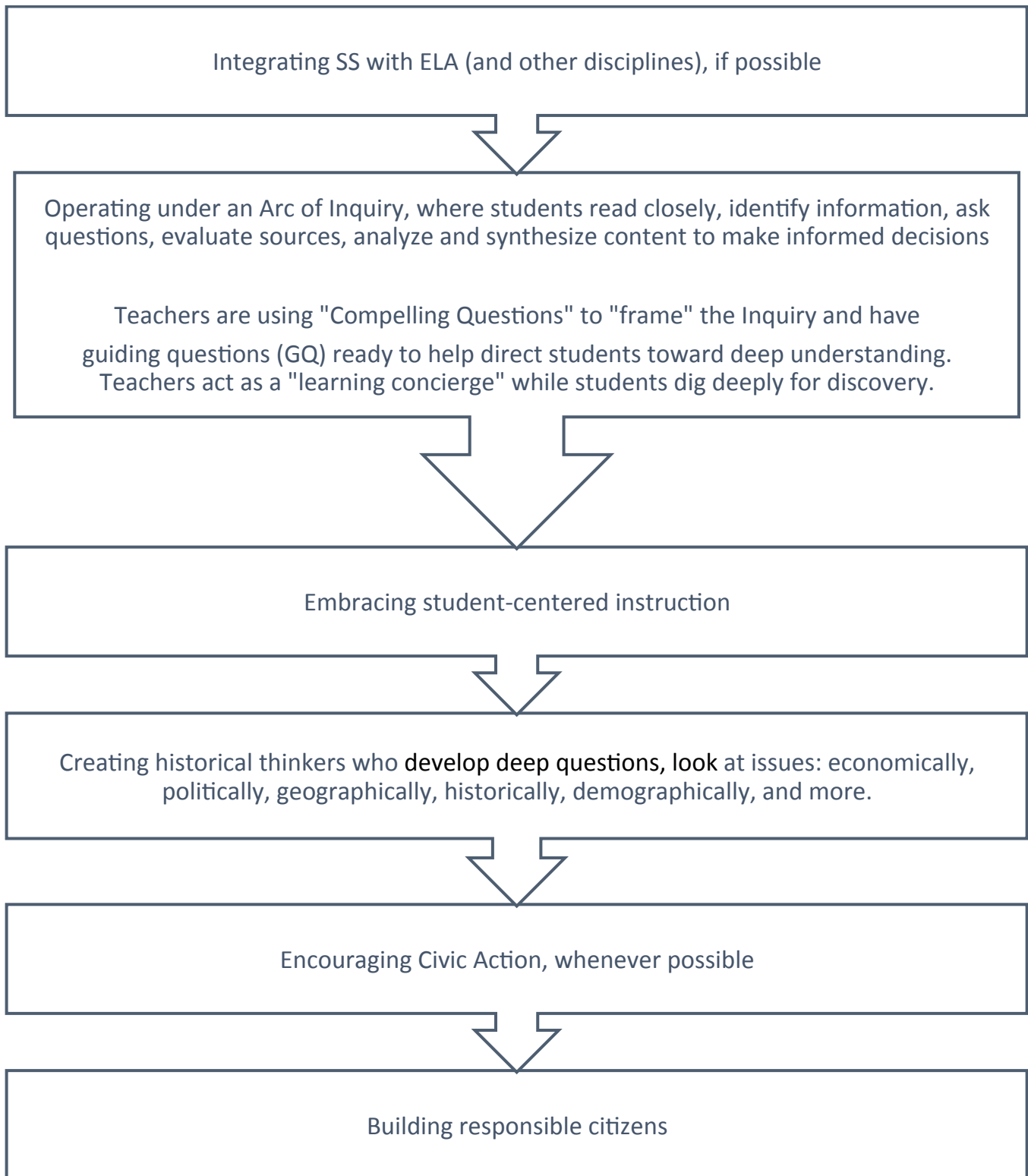
These “lenses” are the same as the C3 SS *“practices.”* As we ask students to examine history, or concepts, through these lenses, we are building their capacity to deeply understand and we are creating “historical thinkers.” We are meeting the goals of the C3.

In an elementary setting, an assignment might look like this:

Examine [Manifest Destiny], [Ancient Rome], [etc.], through these lenses:

<b>Geographic</b> 	<b>Political – government</b> 	<b>Timeline – historically</b> 
<b>Cause &amp; Effect</b> <b>Change over time</b> 	<b>Biographical</b> 	<b>Economically</b> 

So, when we craft a lesson for the new C3 SS standards we are:



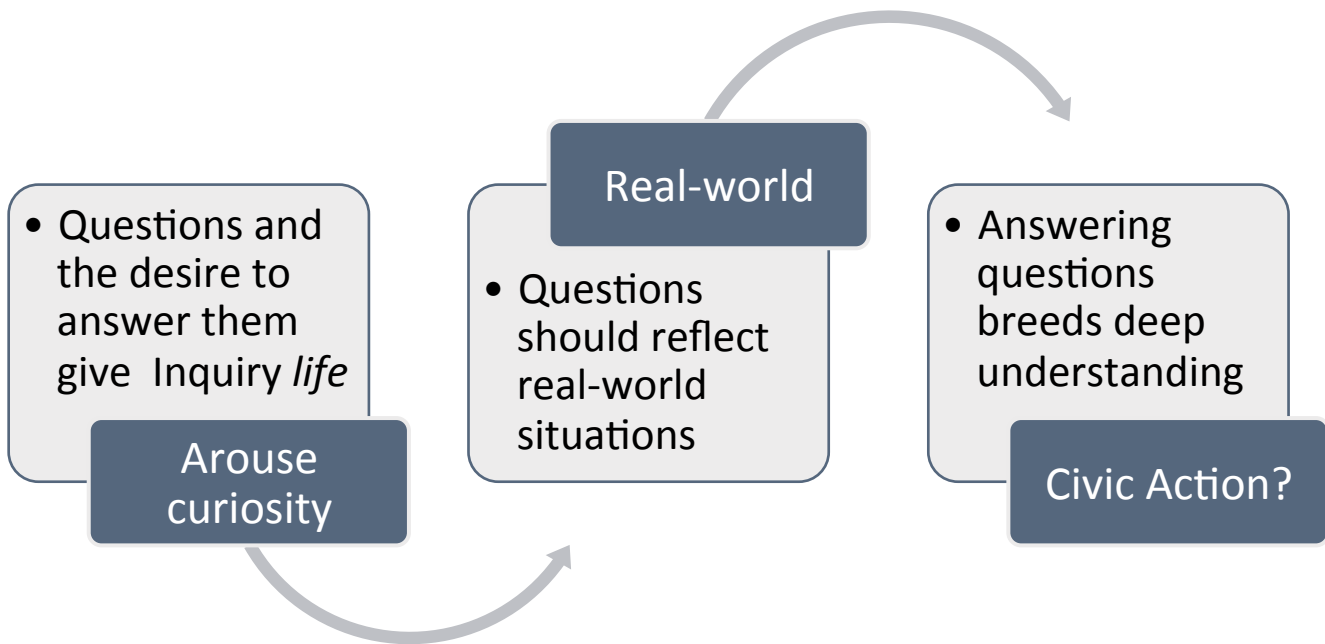
## The *Arc of Inquiry* and *Questioning*:

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The “arc of inquiry” relies on a teacher understanding the critical role of questioning. An essential question, or a compelling question as the C3 refers to, should be an umbrella question that arouses curiosity and causes a student to want to find an answer. In searching for that answer to the compelling question, the student should naturally uncover material that a teacher may formerly have delivered via “stand and deliver lecture. This is exactly the way that responsibility is successfully transferred to the millennial student—who enjoys being in charge of his own learning.

By asking, “If you were in the 1800’s would you have gone West, young man?” The teacher can require his students to carefully investigate both sides of the scenario and draw conclusions based upon evidence. Or, consider the compelling question: “If you were living in Roman times, what problem would you have discussed at the Roman Rosta? – prepare your oration.”

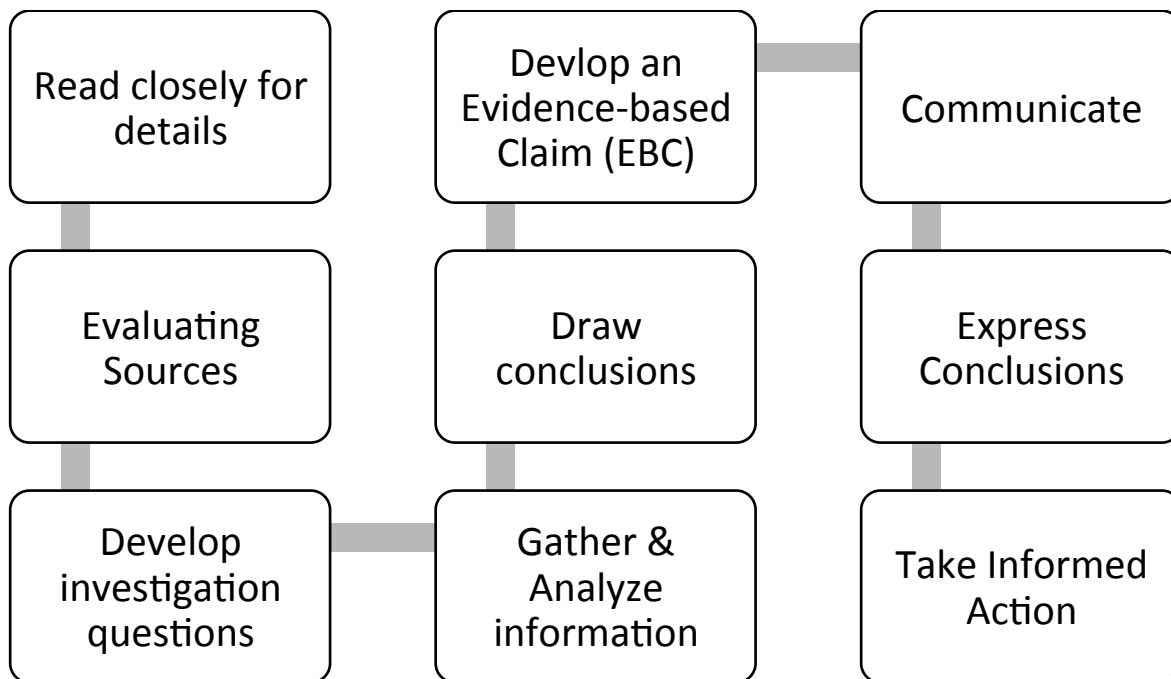
After the teacher poses an over-arching, framing question for inquiry, the student brainstorms his own questions for investigation. Teachers guide this questioning process throughout the Inquiry.



**Dimension 1** features the development of questions and the planning of inquiries. With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions. Questioning is key to student learning. National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, p. 17.

## Key Skills Students Need to Succeed:

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### Big Ideas to Take Away: C3 Framework

- The framework is characterized by a global perspective, decision making, evidence based argument, and critical thinking.
- The CCSS ELA standards, particularly Reading for Information 1, Writing 7, and Speaking and Listening 1 are consistently embedded.
- The most important big ideas relative to a discipline are concisely listed and scaffolded.
- Social Studies standards have specific performance indicators, and are cross-walked with CCSS ELA Literacy Standards.
- Performance indicators are used to communicate desired learning outcomes.
- The indicators are written with continuity across a range of grade levels, with progressive levels of rigor.
- Each specific performance indicator requires conceptual understanding, and could easily be used for to develop quality essential questions, or compelling questions.
- Primary source documents – origination from time periods in which events occurred –as well as sources that analyze retrospectively are encouraged to be closely read as central texts.

You may download their lengthy PDF document of the C3 Standards at this link:  
<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>