

The College, Career, and Civic Life (C3) Framework

This national framework is the result of collaboration among fifteen professional organizations committed to the advancement of social studies education. It challenges us to work to prepare students for college, careers and civic engagement. The 3 C's are articulated so that knowledgeable, thinking, and active citizens are the end goal of high quality social studies teaching and learning.

The C3 Framework is also centered on an Inquiry Arc — a set of interlocking and mutually supportive ideas that frame the ways students learn social studies. By focusing on inquiry, the framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world.¹

The concepts expressed in the C3 Framework illustrate the disciplinary ideas, such as political structures, economic decision making, spatial patterns, and chronological sequencing that help organize curriculum and content.

The Framework also provides grade level benchmarks that describe what students in grades 2, 5, 8 and 12 should be able to do in each of the dimensions by the end of each grade.

While the NYSED Frameworks seek to integrate much of what is included in the C3 Framework, it is an important document worthy of attention and can be found here: <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

¹ National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013).

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none"> Developing Questions and Planning Inquiries 	<p>Civics:</p> <ul style="list-style-type: none"> Civic and Political Institutions; Applying Civic Virtues & Democratic Principles; Processes, Rules & Laws <p>Economics:</p> <ul style="list-style-type: none"> Economic Decision-Making; Exchange and Markets; National Economy; Global Economy <p>Geography:</p> <ul style="list-style-type: none"> Geographic Representations/ Spatial Views of the World; Human-Environment Interaction; Human Population; Global Interconnections <p>History:</p> <ul style="list-style-type: none"> Change, Continuity & Context; Perspectives; Historical Science & Evidence; Causation & Argument 	<ul style="list-style-type: none"> Gathering Evidence and Evaluating Sources Developing Claims and Using Evidence 	<ul style="list-style-type: none"> Communicating and Critiquing Conclusions Taking Informed Action

NYSED State Mandated Instruction in Social Studies

New York State Education Law: Article 17, Section 801-802

801. Courses of instruction in patriotism and citizenship and in certain historic documents.

Summary: The Regents shall prescribe:

1. courses of instruction in patriotism, citizenship, and human rights issues (especially the study of the inhumanity of genocide, slavery, the Holocaust, and the Irish Famine) to be maintained and followed in all the schools of New York State. All students over age eight shall receive this instruction.
2. courses of instruction in the history, meaning, significance and effects of the Constitution of the United States, the amendments, the Declaration of Independence, the New York State Constitution and its amendments, to be maintained and followed in all of the schools of the state. All students in eighth grade and higher shall receive this instruction.
3. a course of studies in the public schools, during a week designated by the Regents, to instill the purpose, meaning and importance of the Bill of Rights articles in the federal and state constitutions, in addition to the prescribed courses of study in the schools.
4. curriculum materials to aid in the instruction in understanding and acceptance of children with disabilities. All students in grades Kindergarten through six shall receive this instruction.

801-a. Instruction in civility, citizenship and character education.

Summary: The Regents shall ensure that the instruction in grades Kindergarten through twelve includes a component on civility, citizenship and character education.

802. Instruction relating to the flag; holidays.

Summary: The commissioner shall:

1. prepare a program providing a salute to the flag and daily pledge of allegiance to the flag, and instruction in respect for the flag, for the use of the public schools of the state of New York.
2. make provision for the observance of Lincoln's birthday, Washington's birthday, Memorial Day and Flag Day in the public schools.

802-a. Instruction relating to general elections.

Summary: Every school and teacher or instructor shall utilize a sample of facsimile ballot, provided by the appropriate board of elections, when providing instruction in the electoral process relating to an ongoing general election.

For the full text of these sections, visit <http://www.p12.nysed.gov/ciai/socst/leadersguide/ssrationale.html#law>.

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