

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

<b>Title of Lesson:</b>		<b>Subject/Course:</b>	<b>Grade Level:</b>
<b>Dimension 1</b>  <b>Developing Questions and Planning Inquiries</b>	<b>C3 Indicators</b>		<b>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
	<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.		
	<b>Supporting Questions:</b> Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.		
	<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.		

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

<b>Dimension 3</b>	<b>C3 Indicators</b>	<b>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
<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>	

<b>Dimension 4</b>	<b>C3 Indicators</b>	<b>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
<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>	

Assessment	Formative Assessment	<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:
	Summative Assessment	<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	<input type="checkbox"/> On-Site People, Facilities:
	<input type="checkbox"/> Equipment:
	<input type="checkbox"/> Materials:
	<input type="checkbox"/> Community Resources: