



Impact on Teaching	Impact on Learning
Teachers will...	Students will...

C3 FRAMEWORK INDICATORS: GRADES 3-5

HISTORY

DIMENSION 2: Applying Disciplinary Concepts and Tools: HISTORY

CHANGE, CONTINUITY, AND CONTEXT	PERSPECTIVES	HISTORICAL SOURCES AND EVIDENCE	CAUSATION AND ARGUMENTATION
<ul style="list-style-type: none"> • D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. • D2.His.2.3-5. Compare life in specific historical time periods to life today. • D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. 	<p>By the end of Grade 5, individually and with others, students will...</p> <ul style="list-style-type: none"> • D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. • D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. • D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. • D2.His.7.3-5. <i>Begins in grades 9-12.</i> • D2.His.8.3-5. <i>Begins in grades 9-12.</i> 	<ul style="list-style-type: none"> • D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. • D2.His.10.3-5. Compare information provided by different historical sources about the past. • D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. • D2.His.12.3-5. Generated questions about multiple historical sources and their relationships to particular historical events and developments. • D2.His.13.3-5. Use information about a historical source, including the make, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. 	<ul style="list-style-type: none"> • D2.His.14.3-5. Explain probable causes and effects of events and developments. • D2.His.15.3-5. <i>Begins in grades 6-8.</i> • D2.His.16.3-5. Use evidence to develop a claim about the past. • D2.His.17.3-5. Summarize the central claim in a secondary work of history.

APPLICATION

CONNECTIONS TO THE COMMON CORE STATE STANDARDS

HISTORY

HISTORICAL THINKING REQUIRES understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Change, Continuity, and Context

At its heart, chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves coming to understand how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. Understanding the interrelation of patterns of change

requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

Indicators of Dimension 2—Change, Continuity and Context—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 20.

**Table 20: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Change, Continuity, and Context**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.1.K-2. Create a chronological sequence of multiple events.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.K-2. Compare life in the past to life today.	D2.His.2.3-5. Compare life in specific historical time periods to life today.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	D2.His.2.9-12. Analyze change and continuity in historical eras.
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change

over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

Indicators of Dimension 2—Perspectives—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 21.

**TABLE 21: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Perspectives**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
<i>Begins in grades 3–5</i>	D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.
D2.His.6.K-2. Compare different accounts of the same historical event.	D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.	D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.

The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

Indicators of Dimension 2—Historical Sources and Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 22.

**TABLE 22: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Historical Sources and Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.9.K-2. Identify different kinds of historical sources.	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.K-2. Explain how historical sources can be used to study the past.	D2.His.10.3-5. Compare information provided by different historical sources about the past.	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.	D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
<i>Begins at grade 3–5</i>	D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects,

historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

Indicators of Dimension 2—Causation and Argumentation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 23.

**TABLE 23: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Causation and Argumentation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.14.K-2. Generate possible reasons for an event or development in the past.	D2.His.14.3-5. Explain probable causes and effects of events and developments.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
<i>Begins in grades 6–8</i>	<i>Begins in grades 6–8</i>	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	D2.His.16.3-5. Use evidence to develop a claim about the past.	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<i>Begins in grades 3–5</i>	D2.His.17.3-5. Summarize the central claim in a secondary work of history.	D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.



ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 2

The ELA/Literacy Common Core Standards emphasize analysis, argumentation, and the use of evidence throughout the standards. As noted in the ELA/Literacy Common Core Standards, students who are college and career ready can independently “construct effective arguments and convey intricate or multifaceted information” and “use relevant evidence” when making arguments (NGA and CCSSO, 2010a, p. 7). Dimension 2 in the C3 Framework describes the concepts and tools in civics, economics, geography, and history that are needed to use evidence to make disciplinary arguments. The ELA/Literacy Common Core Standards also describe how students develop language skills and build vocabulary. College and career readiness requires the ability to independently “use a wide-ranging vocabulary” (NGA and CCSSO, 2010a, p. 7). The C3 framework emphasizes disciplinary vocabulary through the introduction of new concepts and the language of the disciplines.

Table 24 details connections between Dimension 2 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

Connections between the C3 Framework and the College and Career Readiness Anchor Standards. While the connections between the C3 Framework and the ELA/Literacy Common Core

Standards are comprehensive and consistent, thirteen CCR Anchor Standards within the ELA/Literacy Common Core Standards have broader connections within Dimension 2.

Anchor Reading Standards 1–10 are closely aligned with Dimension 2. As students use the disciplinary tools and develop knowledge about the disciplinary concepts highlighted in Dimension 2, they will engage with a variety of sources requiring a wide range of reading skills. During these experiences, students will need to use the full complement of skills highlighted in the reading standards. They will need to read closely for meaning, while determining main ideas, details, structure, purpose, source type, and claims emitting from the sources, and comparing multiple sources. All of these reading activities are regulated by the clear expectations of Anchor Reading Standards 1–10: the demand that answers to questions be backed up by evidence either explicitly drawn from the text or inferred from it, and the requirement that the text under study be of the appropriate level of complexity for the grade band in question.

Anchor Writing Standard 7 is focused on the research process. All four social studies disciplines represented in Dimension 2, as well as the behavioral and social sciences of psychology, sociology, and anthropology, emphasize research-based analytical skills using disciplinary concepts and tools.

TABLE 24: Connections between Dimension 2 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Civics	Anchor Reading Standards 1–10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6
	Economics	
	Geography	
	History	
SHARED LANGUAGE		Analysis; Argument; Evidence; Questioning

Anchor Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 2 asks students to engage disciplinary tools and concepts in collaborative settings working “individually and with others.”

Anchor Language Standard 6 requires that students “acquire and use accurately a range of general academic and domain-specific words and phrases” (NGA and CCSSO, 2010a, p. 51). The C3 Framework supports this language standard by setting forth expectations that students will develop conceptual knowledge within the disciplines. The development

and expansion of vocabulary is an important part of the ELA/Literacy Common Core Standards and the C3 Framework; Language Standard 6 requires that students acquire and use academic and domain-specific words and phrases—words such as *virtue*, *fiscal*, *spatial*, and *perspective* that are included in the Indicators of Dimension 2.

Shared Language. The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 2. In places, the connections between the Common Core Standards and C3 Framework Indicators are so close that the same language is used. Dimension 2 and the ELA/Literacy Common Core Standards regularly use terms such as *analysis*, *argument*, *evidence*, and *questioning*.

<p>1A - Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 	<p>In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.</p>	<p>Ineffective</p> <ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<p>Developing</p> <ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. 	
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> • The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. 		<ul style="list-style-type: none"> • In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.