

Year-at-a-Glance				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Focus Standards	SL: 1 RHSS: 3, 5 WHSS: 2	SL: 3,4 RHSS: 4, 6 WHSS: 1	SL: 2, 5 RHSS: 2, 7 WHSS: 2	SL: 2, 5 RHSS: 8, 9 WHSS: 1
Recursive Standards	SL: 2-6 RHSS: 1, 2, 4, 6-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 2, 5, 6 RHSS: 1-3, 5, 7-10 WHSS: 2, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1, 3-6, 8-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1-7, 10 WHSS: 2, 4-10 L: 1-6
Unit Number	Unit 1	Unit 4	Unit 7	Unit 11
Unit Title	<i>Introduction to History/Geography</i>	<i>West African Empires</i>	<i>Renaissance/Scientific Revolution</i>	<i>Meso-America</i>
Unit Length	1-2 weeks	2 weeks	3-4 weeks	3 weeks
	Unit 2	Unit 5	Unit 8	Unit 12
	<i>Rome</i>	<i>Middle Ages Part 1</i>	<i>Protestant Reformation</i>	<i>China</i>
	3 weeks	3 weeks	3 weeks	3 weeks
	Unit 3	Unit 6	Unit 9	Unit 13
	<i>Islam</i>	<i>Middle Ages Part 2</i>	<i>Enlightenment</i>	<i>Japan</i>
	3 weeks	3 weeks	2 weeks	2-3 weeks
			Unit 10	
			<i>Age of Exploration</i>	
			2 weeks	

Quarter 1	
Unit 1: Introduction to History/Geography	
Big Idea	Lenses to examine the world and societies
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How does the geography of the world influence societal decision making? • How do historians use sources to develop credible explanations and interpretations of historical events?
CA H/SS Content Standards	<ul style="list-style-type: none"> • HSS: Analysis Skills: Chronological and Spatial Thinking # 3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion, and disintegration of empires, and the growth of economic systems.
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • D2.His.9.6-8 Classify the kinds of historical sources used in a secondary interpretation. • 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.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> • D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS3 & WHSS2 Prompt: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	

Suggested Texts	
Primary	Secondary
<ul style="list-style-type: none"> Choice of atlas book Library of Congress: Maps from the World Digital Library (Primary Sources) Scholastic GO: Lands and People (Electronic Atlas) 	<ul style="list-style-type: none"> Stanford History in Education Group (SHEG): Reading Like a Historian (Multiple lessons)
Quarter 1	
Unit 2: Rome	
Big Idea	Rise and Fall of Empires
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> What causes empires to fall? What allows some empires to thrive while others fail?
CA H/SS Content Standards	<ul style="list-style-type: none"> 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.1.6-8 Explain how a question represents key ideas in the field.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
Dimension 4 R1 W 1-8 SL1-6	<ul style="list-style-type: none"> D4.2.6-8 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)	RHSS3 & WHSS2 Prompt: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)
Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)	After reading the selected texts, write an essay in which you identify key steps in the texts description of the Fall of Rome. Be sure to support your essay with evidence from the texts.

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Fordham University: Internet Ancient History Sourcebook : Rome (Primary Sources) 	<ul style="list-style-type: none"> • Henry J. Haskell, <i>The New Deal in Old Rome</i>. New York. Knopf, 1947, 214-231. • Michael Rostovtzeff, <i>The Social and Economic History of the Roman Empire</i>. Of the Clarendon Press, Oxford.1957, 1, 532-34, 541. • GALE: World History in Context: Ancient Roman Empire (Primary, Secondary, and Tertiary sources, articles, journals, websites, videos, audios, and images) • Gale: World History in Context: Roman Empire, 30 BC-476 AD (Primary, Secondary, and Tertiary sources, articles, journals, websites, videos, audios, and images) • ABC-CLIO: Why Did Rome Fall? (Primary, Secondary, and Tertiary sources) • Stanford History Education Group (SHEG) -Roman Empire and Christianity (Lesson Plan with Primary, Secondary, and Tertiary sources) -Augustus (Lesson plan with Primary Sources) 	<ul style="list-style-type: none"> • Holt: <i>World History Medieval to Early Modern Times</i>, Chapter 2 • Excerpt from <i>The Fall of the Roman Empire: A Reappraisal</i>, by Michael Grant, Crown Publishing, 1982 • Excerpt from <i>The History of the Decline and Fall of the Roman Empire</i> by Edward Gibbon, Strahan & Cadell, 1776-1788 • Excerpt from <i>World Civilizations: The Global Experience</i> by Peter Stearns, Michael Adas, Stuart Schwartz, Marc Jason Gilbert, Pearson Education, 2000

Quarter 1	
Unit 3: Islam	
Big Idea	Islam spread through both trade and conquest
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How do religions spread? • What role does trade, intellectual exchanges, and contributions play in the spread of empires?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. • 7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. • 7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • D1.4.6-8 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • D2.His.12.6-8 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> • D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.4.6-8 Critique arguments for credibility. 	
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS3 & WHSS2 Prompt: [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the informational text on the spread of Islam write a paragraph in which you identify key steps in the texts description of the spread of Islam. Be sure to support your paragraph with evidence from the text.</p>	

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • GALE World in Context: Muhammad (Primary, Secondary, and Tertiary Sources, articles, journals, videos, images, and audio) • Fordham University: Internet Ancient History Sourcebook: Islamic History (Primary sources) • SHEG: Expansion of the early Islam Empire (Teacher and Student materials, power point, and primary documents) • GALE World in Context: Islam (Primary Image, Secondary and Tertiary Source, articles, websites, and audios) • ABC-CLIO: Islamic Creation (Excerpt from the Qur'an) • ABC-CLIO: The Expansion of Islam (Primary, Secondary, Tertiary Sources) 		<ul style="list-style-type: none"> • Holt: World History Medieval to Early Modern Times, Chapter 3 • ABC-CLIO: Introduction to Islam (Article with audio)

Quarter 2	
Unit 4: West African Empires	
Big Idea	Ghana, Mali, and Songhai grew rich through the trade of salt and gold
Compelling Question	<ul style="list-style-type: none"> How does trade influence empires?
CA H/SS Content Standards	<ul style="list-style-type: none"> 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. 7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.2. 6-8 Explain points of agreements experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. 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.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.2.6-8 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS9 & WHSS1 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Did trade influence the West African Empires positively or negatively? After reading the selected text, write an essay in which you address the question and argue if trade influenced the West African Empires for the positive or the negative. Support your position with evidence from the text.</p>

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Fordham University: Internet Ancient History Sourcebook: African History/Africa and Islam (Primary Sources, maps, etc.) • ABC-CLIO: West African Trade (Article with audio and Primary source image) • GALE World in Context: African History 500-1590 (Primary, Secondary and Tertiary sources, articles, journals, audios, and images) • Stanford History Education Group (SHEG): Mansa Musa (Lesson plan, power point, and primary documents) • Stanford History Education Group (SHEG): Ibn Battuta (Lesson plan and primary documents) 		<ul style="list-style-type: none"> • Holt: World History Medieval to Early Modern Times

Quarter 2	
Unit 5: Middle Ages Part 1	
Big Idea	Development of Feudalism
Compelling Question	<ul style="list-style-type: none"> How does a political system shape a government?
CA H/SS Content Standards	<ul style="list-style-type: none"> 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.2. 6-8 Explain points of agreements experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.11.6-8 Use other historical sources to infer a plausible maker, data, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.16.6-8 Organize applicable evidence into a coherent argument about the past. D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS9 & WHSS1 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Did feudalism damage the physical geography of Medieval Europe? After reading the selected text, write an essay in which you address the question and argue whether or not feudalism damaged the physical geography of Medieval Europe. Support your position with evidence from the text.</p>

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Primary Image: Britain's Bayeaux Tapestry from the Reading Museum • GALE World History in Context: Knights (Primary, Secondary, and Tertiary Source, articles, journals, videos, audios, and images) • GALE World History in Context: Middle Ages (Primary, Secondary, and Tertiary Sources, articles, journals, websites, audios, and images) • Stanford History Education Group (SHEG): Dark Ages (Lesson plan, document set, primary documents, timeline, and power point) 	<ul style="list-style-type: none"> • GALE World History in Context: Feudalism (Primary, Secondary, and Tertiary Sources, articles, journals, audios, and images) 	<ul style="list-style-type: none"> • Medieval to Modern Times (Holt publisher) • Internet-linked: The Medieval World (Usborne publisher)

Quarter 2	
Unit 6: Middle Ages Part 2	
Big Idea	Influence of the Christian Church, the Crusades, and the fall of Feudalism on the development of Europe
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How does the interaction between religion and government influence society? • What causes political systems to fail?

<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> • 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. • 7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England). • 7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. • 7.6.8 Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras. • D2.His.5.6-8 Explain how and why perspectives of people have changed over time.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.

<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS9 & WHSS1 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Was the end of feudalism inevitable? After reading the selected text, write an essay in which you address the question and argue whether or not the end of feudalism was inevitable. Support your position with evidence from the text.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • Primary Source: Images from the Bayeux Tapestry from the Reading Museum • SHEG: Black Death (Lesson plan, power point, and primary documents) • SHEG: First Crusade (Lesson plan, power point, and primary documents) 	<ul style="list-style-type: none"> • GALE World in Context: Crusades (Primary, Secondary, and Tertiary sources, articles, journals, websites, videos, audios, and images) 	<ul style="list-style-type: none"> • Medieval to Modern Times (Holt publisher) • Internet-linked: The Medieval World (Usborne publisher)

Quarter 3	
Unit 7: Renaissance/Scientific Revolution	
Big Idea	The Renaissance and Scientific Revolution were a time of change.
Compelling Question	<ul style="list-style-type: none"> How did the Renaissance and the Scientific Revolution change the way people viewed the world?
CA H/SS Content Standards	<ul style="list-style-type: none"> 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. 7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. 7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8 Explain how and why perspectives of people have changed over time.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.5.6-8 Critique the structure of explanations.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an essay in which you analyze how the revival of classical learning and the arts fostered a new interest in humanism, providing examples to clarify your analysis.</p>

Suggested Texts	
Primary	Secondary
<ul style="list-style-type: none"> • Images of Andreas Vesalius • Images of Zodiac Man by Johann Regiomontanus 1512 • Painting: Madonna Enthroned between Two Angels from the Encyclopedia Britannica • Painting: Mona Lisa by Da Vinci from the Encyclopedia Britannica • Play: Everyman by Anonymous, 1485 • Galileo Apology and Quotes • Stanford History Education Group (SHEG): Galileo (Lesson plan, power point, and primary sources) 	<ul style="list-style-type: none"> • GALE World in Context: Renaissance (Secondary and Tertiary sources, articles, journals, websites, videos, audios, and images)
Quarter 3	
Unit 8: Protestant Reformation	
Big Idea	Causes and Effects of the Reformation
Compelling Question	<ul style="list-style-type: none"> • How did the Protestant Reformation affect government structures?

<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> • 7.9 Students analyze the historical developments of the Reformation. • 7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • D1.2.6-8 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • D2.His.5.6-8 Explain how and why perspectives of people have changed over time. • D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • D4.4.6-8 Critique arguments for credibility.

<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write a response in which you analyze why reformers broke away from the Catholic Church during the Reformation, providing examples to clarify your analysis.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • GALE World in Context: Reformation and Counter Reformation (Primary, Secondary and Tertiary sources, articles, journals, and images) • Stanford History Education Group (SHEG): Martin Luther (Lesson plan, power point, and primary documents) 	<ul style="list-style-type: none"> • ABC-CLIO -Martin Luther (Article with Audio) -Protestantism (Article with audio) 	<ul style="list-style-type: none"> • Holt: World History Medieval to Early Modern Times

Quarter 3	
Unit 9: Enlightenment	
Big Idea	Application of ideas about Freedom and Liberty
Compelling Question	<ul style="list-style-type: none"> How do ideas influence government?
CA H/SS Content Standards	<ul style="list-style-type: none"> 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). 7.11.5 Describe how democratic thought and institutions were influenced by Enlightenment thinkers. 7.11.6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.1.6-8 Explain how a question represents key ideas in the field.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.12.6-8 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.17.6-8 Compare the central arguments in secondary works of history on related topics in multiple media.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.6.6-8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, & global levels over time, identifying its characteristics & causes, & the challenges and opportunities faced by those trying to address the problem. • D4.7.6-8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. • D4.8.6-8 Apply a range of deliberative & democratic procedures to make decisions & take action in their classrooms and schools, & in out-of-school civic contexts.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p>RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an essay in which you analyze how democratic thought and institutions were influenced by Enlightenment thinkers, providing examples to clarify your analysis.</p>

Suggested Texts	
Primary	Secondary
<ul style="list-style-type: none"> • GALE World in Context: Enlightenment (Primary, Secondary, and Tertiary sources, articles, journals, websites, audios, and images) • Internet History Sourcebook: Enlightenment (Primary Sources) • GALE World in Context: Magna Carta (Primary, Secondary, and Tertiary sources, articles, journals, websites, audios, and images) 	<ul style="list-style-type: none"> • GALE World in Context: Enlightenment (Cultural Movement) (Primary, Secondary, and Tertiary sources, articles, journals, websites, audios, and images) • ABC-CLIO: Ideas of the Enlightenment (Primary, Secondary, and Tertiary Sources)
Quarter 3	
Unit 10: Age of Exploration	
Big Idea	When different civilizations meet for the first time it causes change to both.
Compelling Question	<ul style="list-style-type: none"> • What are the outcomes when civilizations interact?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). • 7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.4.6-8 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.6.6-8 Analyze how peoples perspectives influence what information is available in the historical sources they created. D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
Dimension 4 R1 W 1-8 SL1-6	<ul style="list-style-type: none"> D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. D4.4.6-8 Critique arguments for credibility.
Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)	RHSS2 & WHSS2 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)

<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an article in which you analyze the effects of the Columbian Exchange, providing examples to clarify your analysis.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • Fordham University: Internet Ancient History Sourcebook: Exploration and Expansion (Links to primary sources) • Library of Congress: Hispanic Exploration of America (primary sources, codex, maps, images, audios) • Fordham University: Internet Ancient History Sourcebook: The Early Modern World (Links to primary sources on the Age of Discovery) 	<ul style="list-style-type: none"> • GALE World History in Context: Age of Exploration (Primary, Secondary, and Tertiary sources, articles, journals, videos, audios, and images) • GALE World History in Context: Colonialism during the Age of Exploration (Primary, Secondary, and Tertiary sources, articles, journals, videos, audios, and images) • ABC-CLIO: The Age of Exploration (Primary, Secondary, and Tertiary Sources) 	<ul style="list-style-type: none"> • Holt: World History Medieval to Early Modern Times

Quarter 4	
Unit 11: Meso-America	
Big Idea	The rise and fall of the Maya, Aztecs, and Inca
Compelling Question	<ul style="list-style-type: none"> What causes empires to fall?
CA H/SS Content Standards	<ul style="list-style-type: none"> 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. 7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.2.6-8 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write a response in which you compare the various causes for the defeat of the Aztecs and argue which cause is the most significant. Support your position with evidence from the text.</p>

Suggested Texts	
Primary	Secondary
<ul style="list-style-type: none"> • Stanford History Education Group (SHEG): Moctezuma and Cortes (Lesson plan with primary and secondary sources) 	<ul style="list-style-type: none"> • ABC-CLIO: -Rise of the Inca Empire (Article on the Rise of the Inca Empire with audio) -Maya Overview (Maya Overview article with audio) • GALE: World History in Context-Aztecs (Primary, Secondary, and Tertiary sources, articles, journals, websites, videos, audios, and images)
Quarter 4	
Unit 12: China	
Big Idea	The Tang and Song Dynasty were periods of economic, cultural, and technological accomplishments.
Compelling Question	<ul style="list-style-type: none"> • What makes civilizations successful and sustainable?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. • 7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. • 7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

<i>C3 Dimensions</i>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • D1.1.6-8 Explain how a question represents key ideas in the field. • D1.4.6-8 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. • D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	

<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write a speech in which you compare the factors that contributed to the success of the Ming Empire and argue which factor was most influential. Support your position with evidence from the text.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • Internet History Sourcebook: Imperial China (Links to Primary Sources) • ABC-CLIO: -Three Chinese Philosophies (Primary, Secondary, and Tertiary Sources) -East Meets West: The Silk Road (Primary, Secondary, and Tertiary Sources) 	<ul style="list-style-type: none"> • GALE: World History in Context: Song Dynasty (Song Dynasty: Secondary and tertiary sources, articles, journals, and images) • GALE: World History in Context: Silk Road (Silk Road: Secondary and tertiary sources, articles, journals, videos, audios, and images) 	<ul style="list-style-type: none"> • Holt: World History Medieval to Early Modern Times

Quarter 4	
Unit 13: Japan	
Big Idea	Development of Japanese Society
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How do societies influence one another? • How does a political system shape a government?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. • 7.5.1 Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. • 7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • D1.2.6-8 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • 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.16.6-8 Organize applicable evidence into a coherent argument about the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> • D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. • D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies.
<p>Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an essay in which you compare the influence of China and Korea on Japan and argue which country had the largest impact on it. Support your position with evidence from the text.</p>

<i>Suggested Texts</i>		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Internet History Sourcebook: Traditional Japan (Links to Primary Sources) • ABC-CLIO: Early and Feudal Japan (Primary, Secondary and Tertiary Sources) 	<ul style="list-style-type: none"> • ABC-CLIO: Buddhism in Japan and Korea (World Religions: “spread of Buddhism in Japan and Korea” article with audio) • GALE: World History in Context: Japan (Japan: Primary, Secondary, and Tertiary Sources, articles, journals, videos, audios, and images) 	<ul style="list-style-type: none"> • Holt: World History Medieval to Early Modern Times

C3 Framework Inquiry Arc			
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
Developing Questions and Planning Inquiries <ul style="list-style-type: none"> Constructing Compelling Questions Constructing Supporting Questions Determining Helpful Sources 	Civics <ul style="list-style-type: none"> Civic and Political Institutions Participation and Deliberation: Applying Civic Virtues and Democratic Principles Process, Rules, and Laws 	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions <ul style="list-style-type: none"> Communicating Conclusions Critiquing Conclusions
	Economics <ul style="list-style-type: none"> Economic Decision Making Exchange and Markets The National Economy The Global Economy 		
	Geography <ul style="list-style-type: none"> Geographic Representations: Spatial Views of the World Human-Environment Interactions: Places, Regions, and Culture Human Population: Spatial Patterns and Movements Global Interconnections: Changing Spatial Patterns 	Developing Claims and Using Evidence	Taking Informed Action
	History <ul style="list-style-type: none"> Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation 		

Expanded C3 Inquiry Arc			
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
<p>Questions are the starting point for inquiry and come in two forms: compelling and supporting. Compelling questions focus on enduring issues and concerns while supporting questions focus on descriptions, definitions and processes. Students develop inquiry by determining the data sources needed to answer both forms of questions. <i>Adapted from the C3 Framework</i></p>	<p>Each discipline offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. This dimension focuses on the concepts and tools students need to develop a deep and enduring understanding of the disciplinary ideas. <i>Adapted from the C3 Framework</i></p>	<p>Students need to analyze information and come to conclusions in an inquiry. Through the rigorous analysis and evaluation of sources, students make evidence-based claims that will form the basis for their conclusions. <i>Adapted from the C3 Framework</i></p>	<p>Dimension 4 provides an opportunity for students to formalize their conclusions and represent their ideas in a variety of forms. Students collaborate with others as they communicate and critique their conclusions in public venues. Civic engagement serves as both a means of learning and applying social studies knowledge. <i>Adapted from the C3 Framework</i></p>
Anchor Standards	Anchor Standards	Anchor Standards	Anchor Standards
R1, W7, SL1	R1-10, W7, SL1, L6	R1-10, W1, 2, 7-10, SL1	R1, W1-8, SL1-6
Grade Band Indicators	Grade Band Indicators	Grade Band Indicators	Grade Band Indicators
<ul style="list-style-type: none"> D1.1.6-8 Explain how a question represents key ideas in the field. D1.2.6-8 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. D1.3.6-8 Explain points of agreement experts have about 	<ul style="list-style-type: none"> D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the 	<ul style="list-style-type: none"> D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. D3.2.6-8 Evaluate the credibility of a source by determining its relevance 	<ul style="list-style-type: none"> D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. D4.2.6-8 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while

<p>interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <ul style="list-style-type: none"> • D1.4.6-8 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. • D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. 	<p>developments they shaped, are seen as historically significant.</p> <ul style="list-style-type: none"> • D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras. • D2.His.5.6-8 Explain how and why perspectives of people have changed over time. • D2.His.6.6-8 Analyze how people’s perspectives influenced what information is available in the historical sources they created. • D2.His.7.6-8 Begins in 9-12 • D2.His.8.6-8 Begins in 9-12 • D2.His.9.6-8 Classify the kinds of historical sources used in a secondary interpretation. • D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • D2.His.11.6-8 Use other historical sources to infer a plausible maker, data, place of origin, and intended audience for historical sources where this information is not easily identified. • D2.His.12.6-8 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • 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. 	<p>and intended use.</p> <ul style="list-style-type: none"> • D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. • D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both. 	<p>acknowledging the strengths and weaknesses of the explanations.</p> <ul style="list-style-type: none"> • D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies. • D4.4.6-8 Critique arguments for credibility. • D4.5.6-8 Critique the structure of explanations. • D4.6.6-8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself a local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. • D4.7.6-8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. • D4.8.6-8 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
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	<ul style="list-style-type: none">• D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past.• D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past.• D2.His.16.6-8 Organize applicable evidence into a coherent argument about the past.• D2.His.17.6-8 Compare the central arguments in secondary works of history on related topics in multiple media. <p><i>Teachers are encouraged to use indicators from the civics, economics, and geography disciplinary sections when appropriate.</i></p>		
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Definitions

- **What is a big idea?**
A big idea is an abstract and transferable concept, theme or process at the heart of a subject or topic. (Wiggins and McTighe)
- **What is a compelling question?**
“Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.” C3 Glossary
- **What is a supporting question?**
“Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.” C3 Glossary
- **What are California History/Social Science Content Standards?**
The California History/Social Science Content Standards provide the grade level or subject matter specific knowledge, concepts, and skills that students should acquire at each grade level. California H/SS teachers are required to teach to these content standards.
- **What are C3 Indicators?**
Each of the Four Dimensions has subsections or categories. Those subsections are broken down into indicators that suggest how students might develop proficiency for a particular skill or concept according to their grade band. Adapted from C3 page 13