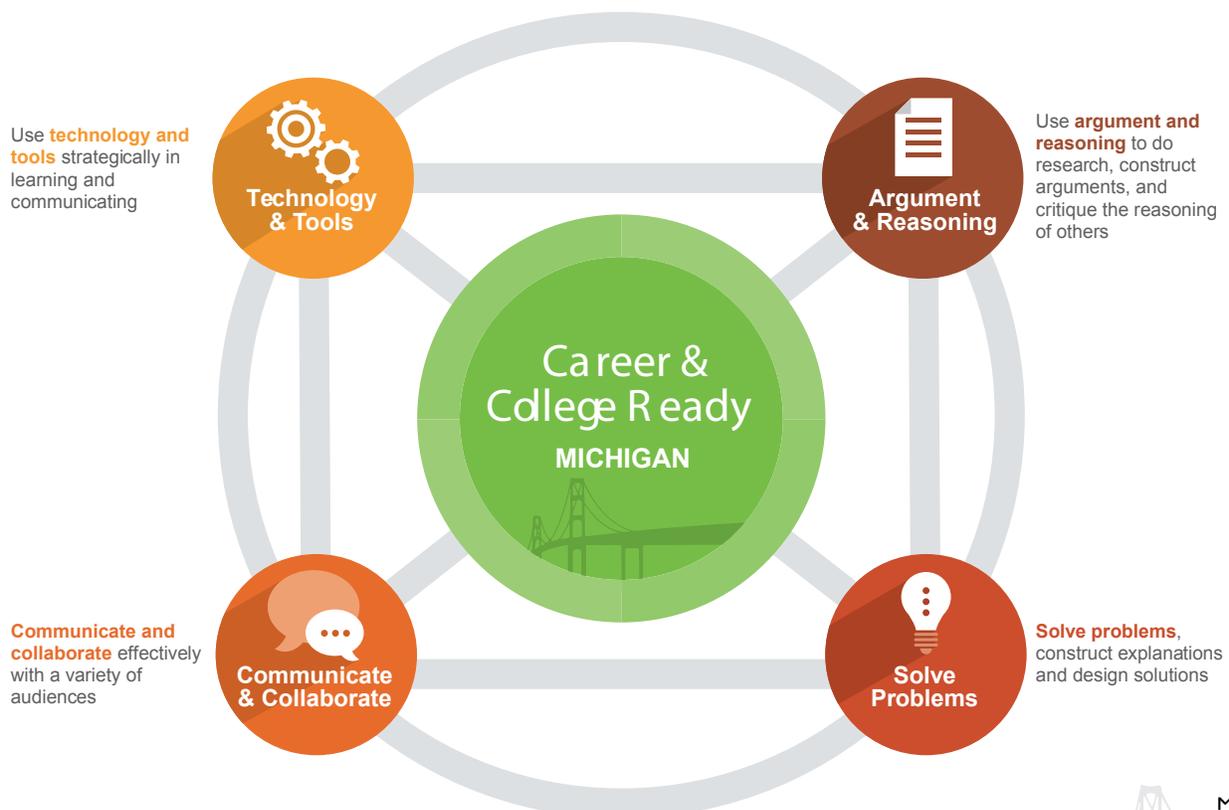


A Career, College, and Civic Life Ready Agenda

“In the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know their past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal.

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. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.”

From the 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).



Model Courses

There are varied pathways to help students successfully demonstrate proficiency in meeting the content defined by [Michigan's Social Studies Content Expectations](#) for high school. These content expectations constitute the minimum content for earning the three required social studies credits.

The State of Michigan doesn't require end-of-course exams; the only state-required high-school assessment is the Michigan Merit Exam (MME), administered at the end of a student's junior year. With credit based on student-demonstrated proficiency with the content based on district-developed measures, districts have flexibility in designing courses that meet the needs of their student population and take full advantage of the highly qualified status of their staff. As guidance for development of local curriculum that fulfills the MMC requirements, the following resources may be helpful:

- [The C3 Framework for Social Studies](#)
- [Common Core State Standards for English Language Arts and Literacy in History/Social Studies Appendix A](#)
- [Michigan Citizenship Collaborative Council](#)
- [PASST \(Performance Assessments of Social Studies Thinking\) Project](#)

Other models might be available through your ISD/RESA. Texts and other curriculum materials may also serve as course models if they address all of the required Social Studies High School Content Expectations.

The C3 Framework

Social Studies Four Core Disciplines

- 1 Civics
- 2 Economics
- 3 Geography
- 4 History

The Arc of Inquiry

- 1 Developing Questions
- 2 Planning Inquiries
- 3 Applying Disciplinary Concepts & Tools
- 4 Evaluating Sources
- 5 Using Evidence
- 6 Communicating Conclusions
- 7 Taking Informed Action