VILLAGE SQUARE

U.S. STANDARDS CROSSWALK

This standards crosswalk helps curriculum leaders, educators, instructional designers, and district or state reviewers understand how the Village Square Minecraft Education lesson and extension activities connect to widely used U.S. learning frameworks for Grades 4–8.

The document maps the lesson's pre-game, gameplay, post-game, and community-impact activities to the C3 Framework for Social Studies, the CASEL 5 social-emotional learning competencies, and relevant Common Core English Language Arts standards. Each activity table identifies the applicable framework and code, summarises the expectation, and explains the evidence within the lesson that supports the alignment.

Use this crosswalk when reviewing curriculum fit, planning instruction, preparing internal approvals, or adapting Village Square for a local programme. Begin with the scope and framework overview, then use the activity tables to identify the strongest standards connections for your planned lesson sequence. The coverage summary highlights areas that are strongly, partially, or not addressed, while the appendices provide the full indicator text used in the analysis. Because this is an independent alignment rather than an official standards endorsement, verify the mappings against your district or state adoption before using them in a formal submission.

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Standards Crosswalk

Village Square — Minecraft Education Lesson Plan & Extension Pack

Alignment to the C3 Framework, CASEL, and Common Core ELA

Field	Detail
Scope	National frameworks: the C3 Framework for Social Studies State Standards (NCSS, 2013); the CASEL 5 social-emotional learning competencies; and the Common Core State Standards for English Language Arts (Speaking & Listening, Writing, Language).
Grade band	Grades 4–8 (ages 9–14). C3 splits this across two bands — grades 3–5 and 6–8. Where the indicator differs by band, both codes are listed; adopt the 3–5 codes for grades 4–5 and the 6–8 codes for grades 6–8.
Source materials	Village Square Game Lesson Plan (Final); Village Square production script v1.3; Village Square Extension Pack slides.
Nature of this document	An independent alignment analysis. The lesson plan itself cites no standards; the mappings below were inferred from activity content using reasonable professional judgment and should be verified against your district/state adoption before use in a formal submission.

1. Frameworks referenced

There is no single national civics standard adopted by every U.S. state. This crosswalk aligns to the three frameworks most states build on and expect a civics/SEL unit to hit. When adopting for a specific state, these codes should be re-mapped to that state's own coded standards (e.g., Texas TEKS, Florida B.E.S.T.); C3 is the national scaffold most state standards adapt, but the codes differ.

C3 Framework — four dimensions

Dimension	Focus
Dimension 1	Developing questions and planning inquiries.
Dimension 2 (Civics)	Applying disciplinary concepts — civic and political institutions; participation and deliberation; and procedures, rules, and laws. (Codes appear as D2.Civ.n.)
Dimension 3	Evaluating sources and using evidence.
Dimension 4	Communicating conclusions and taking informed action.

CASEL — five SEL competencies

Self-Awareness · Self-Management · Social Awareness · Relationship Skills · Responsible Decision-Making.

Common Core ELA — strands used

Speaking & Listening (SL), Writing (W), and Language (L). Anchor standards are cited with the applicable grade range (e.g., SL.[4–8].1); the bracketed number is the grade the code resolves to for a given class.

How to read the activity tables: *each row lists a framework and code, a short statement of the standard, and the specific evidence in that activity that meets it. Full indicator text for every C3 code cited is in Appendix A.*

2. Pre-Game activities

Anticipation Guide — Four Corners

Ten opinion statements; students take a physical position and discuss.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.10.3-5 / .6-8	Identify the beliefs, perspectives, and values underlying one's own and others' points of view on civic issues.	Students stake and justify a position on ten civic statements, then hear classmates who chose differently.
C3 · D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide communities.	Statements surface rule of law, majority rule and the obligation of the minority, the common good, and fairness/equity.
CASEL · Self-Awareness	Recognizing one's own opinions and values.	Students commit to a personal stance before discussion.
CASEL · Social Awareness	Perspective-taking; respecting differing viewpoints.	Seeing peers choose different corners models that community members see things differently.
CCSS · SL.[4–8].1	Engage effectively in collaborative discussions, building on others' ideas.	Corner discussions and brief share-outs.

Vocabulary — Word Mapping, Personification, 2-for-1 Dice

Six core 'game' terms plus additional civics vocabulary, taught through three activities.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.8.3-5 / .6-8	Identify / analyze core democratic principles.	The six terms (democracy, citizen, community, rules, voice, vote) are the civic principles the whole unit is built on — and are exactly the game's Charter-Wall Word Keys.
CCSS · L.[4–8].6	Acquire and use grade-appropriate domain-specific vocabulary.	Direct instruction and applied use of tier-3 civics terms.
CCSS · L.[4–8].4	Determine or clarify the meaning of unknown words.	Word Mapping: definition, part of speech, examples, context sentence.

Framework · Code	Standard / competency	How the activity addresses it
CCSS · L.[4–6].5	Demonstrate understanding of figurative language and word relationships.	Personification Challenge — personify a vocabulary term as a character.
CCSS · W.[4–8].10	Write routinely; use new words in context.	Dice-game and context sentences.

Mini-Lesson — Prompt Card + Think-Pair-Share

Models the discussion routine used across the unit.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.9.3-5 / .6-8	Use / compare deliberative processes when reaching judgments as a group.	Introduces and rehearses the Think-Pair-Share deliberation routine.
C3 · D2.Civ.10	Perspectives behind viewpoints.	Reading a scenario and considering how others feel before responding.
CASEL · Relationship Skills	Communication.	Structured pair discussion.
CCSS · SL.[4–8].1	Collaborative discussion.	Think-Pair-Share.

Bedrock Debates — Situation Cards (20)

Turn-and-Talk civic dilemmas played in class.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.10.3-5 / .6-8	Beliefs, perspectives, and values underlying points of view.	Each card poses a dilemma requiring students to weigh competing perspectives and justify a stance.
C3 · D2.Civ.9.3-5 / .6-8	Deliberative processes.	Turn-and-Talk deliberation on each dilemma.
C3 · D2.Civ.7.3-5 / .6-8	Apply civic virtues and democratic principles.	Cards on hearing opposing views (1), including quiet voices (3), and disagreeing respectfully.
C3 · D2.Civ.12.3-5 / .6-8	How rules/laws change; assess rules as means of addressing problems.	Cards on obeying a law you voted against (8), unfair rules (18), and leaders bound by the law (5).

Framework · Code	Standard / competency	How the activity addresses it
C3 · D3.2.3-5 / .6-8	Use fact vs. opinion / evaluate credibility of a source.	Card 13: acting on a rumor before verifying it (misinformation).
CASEL · Social Awareness / Responsible Decision-Making	Empathy; analyze situations; ethical responsibility.	Reasoning through the consequences of civic choices from others' perspectives.
CCSS · SL.[4–8].1 / SL.[6–8].3	Collaborative discussion; evaluate a speaker's reasoning.	Turn and Talk; justifying and weighing reasons.

Bedrock Debates — Take-Home Table Talk (20)

Parent/guardian interview prompts extending each dilemma home.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.2.3-5 / .6-8	Responsible participation / roles played by citizens.	Prompts connect classroom civics to family and community civic life.
C3 · D2.Civ.10	Perspectives.	Eliciting and listening to an adult's viewpoint and experience.
CASEL · Relationship Skills	Communication across settings.	Structured conversation with family.
CCSS · SL.[4–8].1	Conversation building on another's ideas.	Interview and listen.

3. While-playing activities

Village Square Notetaker

Students record problem, people, and solution across four in-game challenges.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D3.1.3-5 / .6-8	Gather relevant information from sources.	The game world is the source; students capture evidence from four challenges (villagers, dam, mines, Emerald Robes).
C3 · D4.2.3-5	Construct explanations using sequence and detail.	'How did you help find a solution?' prompts an explanation.
C3 · D2.Civ.9	Deliberative decision-making (observed).	Students document how each village decision was reached.
CASEL · Responsible Decision-Making	Identify problems; work toward solutions.	Structured problem/solution capture.
CCSS · W.[4–8].8 / SL.[4–8].2	Recall/gather information; interpret information in media.	Note-taking while interpreting the game.

Gameplay — the Village Square simulation

The experiential core the lesson is built around.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.9.3-5 / .6-8	Deliberative processes.	The dam and iron discussions weigh options via outcome tests before a recommendation.
C3 · D2.Civ.11.3-5 / .6-8	Compare procedures for making decisions.	The flawed prologue vote versus later facilitated deliberation.
C3 · D2.Civ.10	Perspectives.	Each profession argues its own needs (farmer, fisher, cleric, toolsmith, armorer, Emerald Robes).
C3 · D2.Civ.13.6-8	Purposes, implementation, and consequences of public policies.	The 'five years later' finale shows the long-term trade-offs of each water and iron choice.
CASEL · Social Awareness / Responsible Decision-Making	Perspective-taking; consequential choices.	Player decisions and their community-wide impact.

Framework · Code	Standard / competency	How the activity addresses it
CCSS · SL.[4–8].2	Interpret information presented in diverse media.	Playing and interpreting the narrative simulation.

4. Post-Game activities

A. Discussion Questions

Partner discussion with written responses.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D2.Civ.11.3-5 / .6-8	Compare decision procedures.	When is a single decision-maker more appropriate than a group?
C3 · D2.Civ.12	Rules and the common good.	A rule some find annoying — who does it protect, and does it serve the common good?
C3 · D4.1.3-5 / .6-8	Construct arguments using claims and evidence.	Written, justified answers.
CASEL · Responsible Decision-Making	Reflecting and evaluating.	Evaluating civic trade-offs.
CCSS · SL.[4–8].1 / W.[4–8].1	Discussion; opinion writing.	Partner discussion plus written answers.

B. Cube City News

Write a one-paragraph news article using at least four vocabulary terms.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D4.1.3-5 / .6-8	Construct arguments / explanations.	Explaining how democracy worked for Village Square.
C3 · D4.3.3-5 / .6-8	Present arguments/explanations to an audience beyond the classroom.	Writing for the 'Cube City newspaper'; optional audio/video recording.
CCSS · W.[4–5].1 / W.[6–8].1	Opinion (4–5) / argument (6–8) writing.	States and supports a position on the value of democratic practice.
CCSS · W.[4–8].4	Writing appropriate to task, purpose, and audience.	Constrained one-paragraph news format.
CCSS · L.[4–8].6	Use domain-specific vocabulary.	Requires at least four unit vocabulary terms.

C. 'Hear Ye Hear Ye' Village Council

Groups write a solution statement, present it, and the class votes.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D4.8.3-5 / .6-8	Use / apply deliberative and democratic procedures to make decisions and take action.	Groups deliberate an assigned issue, present a statement, and the class votes to decide.
C3 · D2.Civ.9.3-5 / .6-8	Deliberative processes.	Group deliberation toward a recommendation.
C3 · D4.1.3-5 / .6-8	Arguments with claims and evidence.	The written supporting statement.
C3 · D2.Civ.12	Assess proposed rules/solutions.	Judging whether the proposed solution is the best choice.
CASEL · Relationship Skills	Teamwork and communication.	Group work plus presentation.
CCSS · SL.[4–8].4 / SL.[4–8].1 / W.[4–8].1	Present claims; collaborate; write an argument.	Statement writing and presentation for a class vote.

D. Class Charter

Brainstorm, sort, draft, present, and vote to adopt shared classroom norms; then reflect.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D4.8.3-5 / .6-8	Deliberative and democratic procedures to make decisions in the classroom.	The class deliberates and votes to adopt shared norms — the indicator almost verbatim.
C3 · D2.Civ.7.3-5 / .6-8	Apply civic virtues and democratic principles in school settings.	Co-creating classroom norms is the exemplar of this indicator.
C3 · D2.Civ.11.3-5 / .6-8	Compare/establish decision procedures.	Reflection contrasts a charter built together with rules handed down.
C3 · D2.Civ.12.3-5	How people make and change rules.	Students author and ratify their own rules.
CASEL · Relationship Skills / Self-Management / Responsible Decision-Making	Norms, self-regulation, conflict resolution.	Agreeing how to feel, act, and handle conflict as a community.

Framework · Code	Standard / competency	How the activity addresses it
CCSS · SL.[4–8].1 (incl. 1.b) / SL.[4–8].4 / W.[4–8].1	Discussion with agreed roles; present; write.	Brainstorm, group statements, present, vote.

Optional Extension — Community Impact Project (Design Thinking)

Empathize → Define → Ideate → Prototype → Test & Reflect → Next Steps.

Framework · Code	Standard / competency	How the activity addresses it
C3 · D4.6.3-5 / .6-8	Challenges and opportunities in addressing local problems.	Empathize/Define stages identify a real local problem and who it affects.
C3 · D4.7.3-5 / .6-8	Strategies to address problems; predict / assess outcomes.	Ideate/Prototype/Test stages generate, choose, and evaluate solutions.
C3 · D4.8.3-5 / .6-8	Deliberative procedures; take informed action.	The team votes on a solution; the optional civic-action step enacts it.
C3 · D1.1 / D1.2	Develop compelling and supporting questions.	Empathy interviews frame the inquiry.
C3 · D3.1.3-5 / .6-8	Gather information from sources.	Interviewing two or three community members.
CASEL · all five (esp. Social Awareness, Responsible Decision-Making, Relationship Skills)	Empathy, evaluation, teamwork, follow-through.	Interviews, weighing options, team roles, and next-steps commitment.
CCSS · W.[4–8].7 / W.[4–8].8 / SL.[4–8].1 / SL.[4–8].4	Short research project; gather info; collaborate; present.	A structured, multi-stage inquiry-to-action project.

5. Coverage summary

Strongly covered

- C3 Civics — D2.Civ.7 (civic virtues in school settings), D2.Civ.9 (deliberative processes), D2.Civ.10 (perspectives), D2.Civ.11 (comparing decision procedures), D2.Civ.12 (rules and laws).
- C3 Taking Informed Action — D4.1 (arguments), D4.3 (presenting to an audience), D4.6 and D4.7 (addressing problems), D4.8 (deliberative/democratic decision-making and action).
- CASEL — Social Awareness, Relationship Skills, and Responsible Decision-Making run through nearly every activity.
- CCSS ELA — SL.1 (collaborative discussion) throughout; W.1 (opinion/argument), W.4, L.6 (domain vocabulary), and SL.4 (presenting) all well represented.

Partially covered

- C3 — D2.Civ.2 (responsible participation), D2.Civ.6 (working together), D2.Civ.13.6-8 (consequences of policy — present in the game finale but not drawn out in the written lesson), D1.1/D1.2 (questioning), D3.1 (gathering information).
- CASEL — Self-Awareness (Anticipation Guide) is moderate; Self-Management is only lightly touched.
- CCSS — SL.2, SL.3, W.7, W.8, L.4, and L.5 appear but in fewer places.

Not addressed — plan accordingly

- C3 D2.Civ.3–5 (constitutions, foundations and branches/levels of government, citizenship in law). This is a civic-dispositions and participation unit at community scale, not a government-structures unit. Supplement if a state standard requires the Constitution or the three branches.
- C3 D2.Civ.8.6-8 specifically — 'the founding documents of the United States.' The fictional Village Charter is a strong analog but is not analysis of real U.S. founding documents; at grades 6–8 this indicator needs an explicit bridge (see recommendations).
- C3 Dimension 3 beyond D3.1 — D3.2/D3.3/D3.4 (credibility, corroboration, evidence-based claims) are only touched by the misinformation card and the empathy interviews. Inquiry-focused reviewers will flag thin evidence work.
- CASEL Self-Management — minimal explicit attention.
- CCSS Reading (RI/RL) — little close reading of complex text.
- Documentation — the lesson plan itself cites none of these standards; all alignment here is external and inferred.

Appendix A — Full text of C3 indicators cited

College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013. Grade-3–5 and grade-6–8 pathways.

Code	Indicator text
D1.1.3-5	Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5	Identify disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D2.Civ.2.3-5	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
D2.Civ.2.6-8	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
D2.Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
D2.Civ.7.6-8	Apply civic virtues and democratic principles in school and community settings.
D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.8.6-8	Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
D2.Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.9.6-8	Compare deliberative processes used by a wide variety of groups in various settings.
D2.Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.11.6-8	Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

Code	Indicator text
D2.Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
D2.Civ.12.6-8	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D3.1.3-5	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.1.6-8	Gather relevant information from multiple sources while using origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.3-5	Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.2.6-8	Evaluate the credibility of a source by determining its relevance and intended use.
D4.1.3-5	Construct arguments using claims and evidence from multiple sources.
D4.1.6-8	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D4.2.3-5	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
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 (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.6.3-5	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.6.6-8	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at 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.

Code	Indicator text
D4.7.3-5	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
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 levers of power, strategies, and potential outcomes.
D4.8.3-5	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
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.

Appendix B — CASEL competencies & CCSS ELA anchors

CASEL 5 competencies

Competency	Definition
Self-Awareness	Understanding one's own emotions, values, and how they influence behavior.
Self-Management	Regulating emotions and behavior; setting goals; following through.
Social Awareness	Taking others' perspectives; empathy; appreciating diversity and respecting others.
Relationship Skills	Communicating, cooperating, resolving conflict, and working in teams.
Responsible Decision-Making	Identifying problems, analyzing situations, evaluating options, and acting with ethical responsibility for the common good.

Common Core ELA anchors referenced

Code	Standard
SL.[4–8].1	Engage effectively in a range of collaborative discussions, building on others' ideas and expressing one's own clearly (1.b: follow agreed-upon rules and roles).
SL.[4–8].2	Paraphrase or analyze information presented in diverse media and formats.
SL.[6–8].3	Delineate and evaluate a speaker's argument and the reasoning and evidence.
SL.[4–8].4	Report on a topic or present claims and findings with relevant facts and details.
W.[4–5].1 / W.[6–8].1	Write opinion pieces (4–5) / arguments (6–8) supporting a point of view or claim with reasons and evidence.
W.[4–8].4	Produce clear and coherent writing appropriate to task, purpose, and audience.
W.[4–8].7 / .8	Conduct short research projects; recall or gather information from sources.
L.[4–8].4 / .6	Determine word meanings; acquire and use domain-specific academic vocabulary.
L.[4–6].5	Demonstrate understanding of figurative language and word relationships (e.g., personification).

Prepared as an independent alignment analysis of the Village Square lesson materials. C3 Framework © NCSS (2013); CASEL framework © CASEL; Common Core State Standards © NGA Center & CCSSO.

Verify against your district/state adoption before formal use.