

SOURCE C

C3 Framework Instructional Shifts

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“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... 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.” C3 Framework, p. 6.

Craft questions that matter.	Dimension 1 of the C3 Framework sets an expectation that individually and collaboratively, students will construct compelling and supporting questions that are suitable for inquiry. Compelling questions represent academic content-based problems and issues in and across the social studies disciplines. Supporting questions often nestle underneath compelling questions, contributing knowledge and insights to the overall inquiry and the C3 expects that students will be able to understand these relationships (D1.4). Set along grade banded pathways of increasing cognitive complexity, three of the four questioning indicators (e.g., D1.1, D1.2, & D1.3) ask students to parse compelling and supporting questions for importance as well as academic context (e.g., what others have said about these questions in the past). The C3 Framework notes that students will need considerable guidance from adults to construct questions suitable for inquiry (p. 24 & 25). Ultimately, the C3 Framework expects that students understand the relevance and importance of the questions under investigation and that this understanding spirals and builds along the inquiry experience.
Establish a collaborative context to support student inquiry.	Collaboration is a key component of the C3 Framework. The C3 makes it clear that students need support from their teachers and from each other to develop skills and knowledge about social studies. Throughout the C3, indicators are prefaced by notion that students will “individually and with others...” accomplish the learning goals set forward. The idea of collaboration is hard-wired into the inquiry arc, but collaboration means more than just pairing up with other students to develop questions or analyze sources. Collaboration is a natural part of civic life. When using an inquiry approach informed by the C3 in the classroom, the importance of collaboration as an element of civic life is clear. Students collaborate to develop questions and rely on one another to examine the importance of those questions. When engaging disciplinary content, students “work together to apply civic virtues and principles in school settings.” Students are expected to communicate their conclusions to a “range of audiences” (p.60), including classmates but also outside the classroom. Students join efforts to critique arguments and explanations (D4.4 and D4.5) and to further refine their understanding. And, perhaps most importantly students assess their individual and collective capacities for addressing problems (D4.7) and then apply a range of deliberative and democratic procedures in making classroom decisions (D4.8). In all the places where the C3 emphasizes civic life, collaboration is fundamental to student success.
Integrate content and skills	Dimension 2 of the C3 Framework focuses on disciplinary skills and key conceptual knowledge associated with civics, economics, geography, and history. Thus, Dimension 2 guides but does

<p>meaningfully.</p>	<p>not prescribe the choice of curricular content necessary for a rigorous social studies program. Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas in the C3 that will help frame out the curricular content. However, the absence of curricular content in the C3 should not be misinterpreted. Curricular content is critically important to the disciplines within social studies, and teachers will need to be thoughtful in selecting appropriate and relevant content to help students ground their inquiries and to help them build up their disciplinary skills and conceptual knowledge. The notion of content as separate from skills is an artificial distinction. Skills, particularly those in the disciplines, exist for the purpose of developing content knowledge. The C3 Framework argues for the active (skilled-based) development and application of content knowledge. In essence, students will come to know disciplinary content as they apply C3 skills to be fully college, career, and civic ready.</p>
<p>Articulate disciplinary literacy practices and outcomes.</p>	<p>The literacies described in the C3 Framework fall into two broad categories: Inquiry and Disciplinary literacies. Inquiry literacies include questioning, developing claims with evidence, and communicating conclusions. While these inquiry literacies represent, in some ways, a new way of thinking about social studies instruction (see shifts 1, 2, and 5), the unique emphasis on disciplinary literacies in the C3 Framework requires a separate consideration. Social studies has long emphasized literacy and social studies teachers recognize that they share the responsibility for literacy instruction in the schools. The Common Core provides a clear accounting for the development of literacies among students. However, the unique disciplinary literacies that emerge in social studies from the disciplines of civics, economics, geography, and history require special attention. The C3 emphasizes these unique disciplinary literacies in the 55 indicators in Dimension 2. These indicators represent a roadmap for students to develop disciplinary literacies as they examine content in civics, economics, geography, and history. Included among these disciplinary literacies are processes such as using deliberative processes, using economic data, reasoning spatially, analyzing cause and effect. With consistent practice, students can become more literate and practiced at thinking in the social studies disciplines and better prepared for college and careers.</p>
<p>Provide tangible opportunities for taking informed action.</p>	<p>Dimension 4 of the C3 Framework closes the inquiry arc with opportunities for students to communicate the results of their inquiries, and in cases where it is curricularly appropriate, to take informed action. The C3 does not prescribe the actions that are appropriate for a particular classroom context or for a specific inquiry. Instead, what these indicators do is focus on being <i>informed</i> when taking action. Students in social studies use their C3 inquiries as a launching pad for action. The indicators in Dimension 4 guide students in doing three things as they move from academic inquiry to the public square: 1) Understand the pervasiveness of the problem as well its complexity (D4.6); 2) Assess options for action given the context of the problem (D4.7); 3) Engage in deliberative processes to move toward an “action” plan (D4.8). These experiences are organized within grade-banded pathways allowing students to grow in the skills that undergird purposeful, informed, and reflective action. According to the C3 Framework, citizenship is not just an ideal or a mantra we trot out for high-minded standards documents. Instead, there is an expectation that social studies students practice citizenship in the same way they practice historical thinking, economic decision-making or geographic reasoning. As a result, students will need tangible spaces in curricula to consider, debate, and plan for action-oriented experiences that would culminate their academic inquiries.</p>

