

**LEAD Discover: Contemporary World Issues**  
**Developing Questions and Planning Inquiries**

	<b>Mastery</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Constructing Essential Questions SS.9-12.IS.1.	<b>Connect</b> an actionable student-driven question to an investigation <b>with the intent of effecting change</b> .	<b>Create</b> actionable, student-driven (or student-informed) <b>questions that lead to investigations</b> beyond one's immediate cultural environment or lens.	<b>Create essential questions that consider</b> multiple perspectives to guide an inquiry about a topic.	<b>Develop essential questions and explain the importance</b> of the questions to self and others.
Constructing Supporting Questions SS.9-12.IS.2. (2nd Sem. Std.)	<b>Connect</b> informed, student-driven supporting questions that contribute to inquiry and <b>explore</b> specific solutions within the essential question.	<b>Develop</b> culturally informed, student-driven supporting questions that contribute to inquiry and <b>evaluate</b> the purpose of supporting questions in the research and inquiry process.	<b>Ask</b> essential and focused questions that <b>consider</b> multiple perspectives and will lead to independent research.	Students <b>generate</b> supporting questions that require investigation to help answer essential questions.
Determining Helpful Resources SS.9-12.IS.3.	<b>Analyze</b> the limitations and usefulness of different sources in developing supporting questions.	<b>Develop</b> new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religion, and gender).	<b>Determine sources</b> representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	<b>Identify</b> varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.

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**Evaluating Sources and Using Evidence**

	<b>Mastery</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Gathering and Evaluating Sources SS.9-12.S.4.	<b>Apply</b> the sources to <b>inform</b> your analysis of your essential questions.	<b>Gather and Determine</b> the kinds of sources that will be helpful in answering compelling and supporting questions, <b>taking into consideration</b> multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	<b>Organize</b> a variety of sources into various categories to <b>identify</b> the limits of their arguments based on their relevant context.	<b>Gather</b> relevant information from multiple sources and <b>sort</b> the information.
Developing Claims and Using Evidence SS.9-12.IS.6 SS.9-12.IS.7	<b>Synthesize</b> multiple arguments from diverse perspectives into a cohesive theme that informs essential question project (Applies to both sub-standards)	SS.9-12.IS.6 <b>Analyze</b> evidence and identify counter perspectives to revise or strengthen claims.  SS.9-12.IS.7. <b>Evaluate and Construct</b> arguments using precise and knowledgeable claims with evidence from multiple sources while acknowledging counterclaims, perspectives, and biases.	<b>Develop</b> claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.  <b>Identify</b> evidence from multiple sources to support claims.	<b>Construct</b> explanations using reasoning, correct sequences, examples, and details with relevant information and data.  Appropriately <b>cite</b> all sources utilized.

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**Communicating Conclusions and Taking Informed Action**

	<b>Mastery</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Communicating Conclusions SS.9-12.IS.9.	<b>Design</b> a communications plan that results in stakeholder support or opposition.	<b>Develop and prepare</b> communication by identifying stakeholders (or audiences) and <b>evaluating</b> what messages and media are likely to result in stakeholder support or opposition.	<b>Categorize</b> different types of communications by <b>identifying and predicting</b> what messages are most likely to result in stakeholder support or opposition.	<b>Name</b> stakeholders and <b>identify</b> what types of communications can be used.
Critiquing Conclusions SS.9-12.IS.10.	<b>Analyze</b> feedback from stakeholders and <b>synthesize</b> a new action plan accordingly.	<b>Solicit</b> feedback from stakeholder representatives and <b>revise</b> communication and action plans accordingly.	<b>Measure</b> feedback from stakeholders and <b>identify</b> patterns of responses to change action plans accordingly.	<b>Collect</b> Feedback from stakeholders. <b>State</b> how plans should change.
Taking Informed Action	SS.9-12.IS.11. Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and <b>apply concepts</b> to the possible solutions that might have on all impacted communities, including marginalized communities.	Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and <b>anticipate</b> the outcome possible solutions might have on all impacted communities, including marginalized communities.	Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and <b>compare</b> the outcomes and possible solutions that might have on all impacted communities, including marginalized communities.	Use interdisciplinary lenses to identify local, regional, state, natural, or global concerns and <b>identify</b> the outcome possible solutions might have on all impacted communities, including marginalized communities.

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	<p>SS.9-12.IS.12. <b>Analyze</b> existing structures, systems, and methodologies to <b>create</b> different types of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>	<p><b>Compare</b> existing structures, systems, and methodologies to <b>determine</b> what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>	<p><b>Categorize</b> existing structures, systems, and methodologies to <b>connect</b> them to existing problems that need action that will lead to increased equity, inclusion, and community and civic good.</p>	<p><b>List</b> existing structures, systems, and methodologies to <b>determine</b> what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>
	<p>SS.9-12.IS.13. Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.</p>	<p>Use deliberative processes and investigate appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.</p>	<p>Use deliberative processes and summarize appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.</p>	<p>Use deliberative processes and identify appropriate civic engagement strategies and procedures to address local, regional, or global concerns, and take action in or out of school.</p>
	<p>SS.9-12.IS.14. Being able to <b>reflect and evaluate the processes and outcomes</b> that led to the success or failure of the design and <b>identify</b> what worked and what didn't.</p>	<p><b>Take measurable action with the intent of effecting change(s)</b> that bring about equity, inclusion, and the community and civic good.</p>	<p><b>Constructing</b> an action plan with the intent of effecting change(s) that bring about equity, inclusion, and the community and civic good.</p>	<p><b>Identify</b> existing action plans that are intended to effect change(s) that bring about equity, inclusion, and the community and civic good.</p>