

## **INQUIRY IN THE SOCIAL STUDIES**

**INQ 6–8.1** Explain how a question represents key ideas in the field.

**INQ 6–8.2** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 6–8.3** Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.

**INQ 6–8.4** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

**INQ 6–8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

***CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.7 Key academic vocabulary: questioning, argument, explanation, point of view***

**INQ 6–8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 6–8.7** Evaluate the credibility of a source by determining its relevance and intended use.

**INQ 6–8.8** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**INQ 6–8.9** Develop claims and counterclaims while pointing out the strengths and limitations of both.

***CCSS.ELA-Literacy.RH.6-8.1-10, CCSS.ELA-Literacy.WHST.6-8.1-2, CCSS.ELA-Literacy.WHST.6-8.7-10 Key academic vocabulary: argument, sources, evidence, claims, counterclaims***

**INQ 6–8.10** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

**INQ 6.8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**INQ 6–8.12** 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).

**INQ 6–8.13** Critique arguments for credibility.

**INQ 6–8.14** Critique the structure of explanations.

**INQ 6–8.15** 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.

**INQ 6–8.16** 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.

**INQ 6–8.17** 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.

***CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.WHST.6-8.1-8 Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility***