

# **SOCIAL STUDIES STANDARDS**

## **GRADES 3-5 INQUIRY**

### **DEVELOPING QUESTIONS AND PLANNING INQUIRY**

- Explain why compelling questions are important to others (e.g., peers, adults).
- Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- Explain how supporting questions help answer compelling questions in an inquiry.
- Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

### **APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

#### **EVALUATING SOURCES AND USING EVIDENCE**

- Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- Use distinctions between fact and opinion to determine the credibility of multiple sources.
- Identify evidence that draws information from multiple sources in response to compelling questions.
- Use evidence to develop claims in response to compelling questions.

### **COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

- Construct arguments using claims and evidence from multiple sources.
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
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- 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).
- Critique arguments.
- Critique explanations.
- 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.
- 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.
- Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.