

## Social Studies Disciplinary Practice: Developing Questions and Planning Inquiry

Sample K-12 Developing Questions and Planning Inquiry Practice Progression Table

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</li> <li>• Explain why the question(s) is important to students.</li> <li>• Determine the kinds of sources that will be helpful in answering questions.</li> <li>• Explore facts from various sources that can be used to answer the developed questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questions and explain why questions are important to self and others (e.g., peers, adults).</li> <li>• Determine sources representing multiple points of view that will assist in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Create questions to help guide inquiry about a topic.</li> <li>• Explain how a question represents ideas in the field.</li> <li>• Determine sources representing multiple points of view that will assist in organizing a research plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Address questions that reflect an enduring issue in the field.</li> <li>• Develop new questions through investigation, collaboration, and using diverse sources.</li> <li>• Develop a research plan that takes into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>

## Social Studies Disciplinary Practice: Gathering and Evaluating Sources

Sample K-12 Gathering and Evaluating Sources Practice Progression Table

<b>By the end of grade 2</b>	<b>By the end of grade 5</b>	<b>By the end of grade 8</b>	<b>By the end of grade 12</b>
<ul style="list-style-type: none"> <li>• Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> <li>• Evaluate a source by distinguishing between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> <li>• Use distinctions among fact and opinion to determine the credibility of multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources while using the origin, credibility, structure, and context of the sources to guide the selection.</li> <li>• Evaluate the credibility of a source by determining its relevance and intended use.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• Evaluate the credibility of a source by examining how experts value the source.</li> </ul>

## Social Studies Disciplinary Practice: Seeking Diverse Perspectives

Sample K-12 Seeking Diverse Perspectives Practice Progression Table

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• Use multiple sources to answer the same question.</li> <li>• Conclude that individuals may have different opinions on the same topic.</li> <li>• Recognize how individuals may have differing perspectives based on their role, i.e., parent-child, teacher-student.</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize the various perspectives that might exist when evaluating a topic.</li> <li>• Analyze a source to identify the perspective or viewpoint being presented.</li> <li>• Identify sources that present differing viewpoints of the same event/topic.</li> <li>• Recognize how individuals may have differing perspectives based on their experiences, culture and/or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the various perspectives on a topic by examining multiple sources.</li> <li>• Identify sources that present differing perspectives of the same topic from various time periods.</li> <li>• Evaluate sources to identify the intent and purpose of the author.</li> <li>• Consider contextual factors that may have influenced the author’s perspective.</li> <li>• Select and integrate sources of various perspectives into research.</li> <li>• Draw connections between sources in order to develop a deeper understanding of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the role of author bias in the development of sources.</li> <li>• Determine how one’s life experiences may influence the way they interpret and present information.</li> <li>• Research and select sources that consider a broad representation of cultural, religious, ethnic, political, and socio-economic perspectives.</li> <li>• Recognize the relationships across sources to construct a holistic understanding of an event, topic, or issue.</li> <li>• Integrate diverse perspectives as a means for strengthening one’s understanding and argument.</li> </ul>

## Social Studies Disciplinary Practice: Developing Claims and Using Evidence

Sample K-12 Developing Claims and Using Evidence Practice Progression Table

<b>By the end of grade 2</b>	<b>By the end of grade 5</b>	<b>By the end of grade 8</b>	<b>By the end of grade 12</b>
<ul style="list-style-type: none"> <li>• Use personal experiences to develop claims in response to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence that draws information from multiple sources in response to questions.</li> <li>• Use evidence to develop claims in response to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence that draws information from multiple sources to support claims.</li> <li>• Develop claims and counterclaims while pointing out the strengths and limitations of both.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims.</li> <li>• Refine claims and counterclaims attending to precision, significance and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>

## Social Studies Disciplinary Practice: Presenting Arguments and Explanations

Sample K-12 Presenting Arguments and Explanations Practice Progression Table

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• Construct an argument with reasons.</li> <li>• Construct explanations using correct sequence and relevant information.</li> <li>• Present a summary of an argument using print, oral, and/or digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments using claims and evidence from multiple sources.</li> <li>• Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.</li> <li>• 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/or digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</li> <li>• Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</li> <li>• 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.,</li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, and technical).</li> </ul>



By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		<p>posters, essays, letters, debates, speeches, reports, and maps) and/or digital technologies (e.g., Internet, social media, and digital documentary).</p>	<ul style="list-style-type: none"> <li>• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).</li> </ul>

# Social Studies Disciplinary Practice: Engaging in Civil Discourse and Critiquing Conclusions

Sample K-12 Engaging in Civil Discourse and Critiquing Conclusions Practice Progression Table

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• Demonstrate listening through body language.</li> <li>• Address points of discussion that reflect understanding.</li> <li>• Take turns when discussing a topic.</li> <li>• Actively engage in conversation by staying on topic when responding to peers.</li> <li>• Draw connections between one’s own opinions to the comments and thoughts of peers.</li> <li>• Ask and answer questions about arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate body language when participating in classroom discussions.</li> <li>• Contribute to discussions by making relevant comments.</li> <li>• Demonstrate active listening by responding directly to peer comments.</li> <li>• Articulate connections across arguments to reflect on one’s own opinion.</li> <li>• Critique arguments and explanations and provide rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate active listening during discussions by providing eye contact, note-taking, and participating.</li> <li>• Recognize how differing perspectives lead to greater understanding of a topic.</li> <li>• Pose questions to facilitate further discussion.</li> <li>• Engage and respond verbally to peers in a respectful manner.</li> <li>• Critique and provide constructive feedback on the structure and credibility of arguments and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage in discourse with people of varied backgrounds and experiences.</li> <li>• Effectively communicate ideas with consideration of setting, audience, and topic.</li> <li>• Reflect on one’s own limitations of understanding and ask clarifying questions to strengthen one’s argument.</li> <li>• Utilize civil discourse to come to an agreement and/or compromise.</li> <li>• Critique the use of claims and evidence in arguments for credibility.</li> <li>• Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>



## Social Studies Disciplinary Practice: Taking Informed Action

Sample K-12 Taking Informed Action Practice Progression Table

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> <li>• Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> <li>• Identify ways to take action to help address local, regional, and global problems.</li> <li>• Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.</li> <li>• 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.</li> <li>• Use debate, listening, consensus-building, and voting to make decisions about and act on civic problems in their classrooms and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.</li> <li>• Apply a range of deliberative and democratic strategies and procedures to make</li> </ul>



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By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		and schools, and in out-of-school civic contexts.	decisions and take action in their classrooms, schools, and out-of-school civic contexts.