



# Appendix A Social Studies Practices PK-12 Progression

## 1. Engage in Democratic Processes

Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>1.A.PK-1.1</b> Discuss democratic principles such as equality, fairness, and respect for legitimate authority.	<b>1.A.2-3.1</b> Identify civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority.	<b>1.A.4-5.1</b> Identify democratic principles in historic documents and describe examples of civic virtues and democratic principles at work in state and national settings.	<b>1.A.6-8.1</b> Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence various political systems.	<b>1.A.9-12.1</b> Evaluate various significant documents from the United States and other countries to compare civic virtues and principles of political systems.
<b>1.A.PK-1.2</b> Discuss how people can improve their communities in the present and over time.	<b>1.A.2-3.2</b> Describe and offer examples of how people have improved their communities in the past and present.	<b>1.A.4-5.2</b> Compare the experiences that form student’s and other’s points of view about civic issues.	<b>1.A.6-8.2</b> Analyze the role that perspectives, civic virtues, and democratic principles play when citizens address issues or problems.	<b>1.A.9-12.2</b> Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.



B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>1.B.PK-1.1</b> Describe roles and responsibilities of people in authority in school and community settings.	<b>1.B.2-3.1</b> Describe the basic structure of government at the local, state, and tribal levels.	<b>1.B.4-5.1</b> Explain the structure, responsibilities, and powers exercised by national officials of the branches of the United States government.	<b>1.B.6-8.1</b> Analyze the powers and responsibilities of the United States government and compare it to other forms of government.	<b>1.B.9-12.1</b> Evaluate the impact of the structure and powers exercised by local, state, tribal, national, and international institutions on public policy.
<b>1.B.PK-1.2</b> Explain how all informed citizens play important roles in the community.	<b>1.B.2-3.2</b> Explain why all informed citizens should participate in their community.	<b>1.B.4-5.2</b> Explain ways in which informed and responsible citizens can and should participate in state and national government.	<b>1.B.6-8.2</b> Explain specific roles played by informed and responsible citizens (e.g. voters, jurors, taxpayers, military service, office holders) in all forms of government.	<b>1.B.9-12.2</b> Analyze the role of informed and responsible citizens in their political systems and provide examples of changes in civic participation over time.
<b>1.B.PK-1.3</b> Explain the need for and purposes of rules in various settings such as the family, classroom, and school.	<b>1.B.2-3.3</b> Explain the need for and purposes of laws in the community and state.	<b>1.B.4-5.3</b> Examine the purposes of government and laws, as stated in the Constitution of the United States.	<b>1.B.6-8.3</b> Examine the origins, purposes and impact of constitutions, laws, treaties, and international agreements.	<b>1.B.9-12.3</b> Analyze the impact of constitutions, laws, treaties, and international agreements, including the concept of sovereignty, in order to maintain national and international order.



<b>1.B.PK-1.4</b> Explain how rules are made and the consequences for violating those rules.	<b>1.B.2-3.4</b> Explain and provide examples of the consequences for violating laws in the community or state.	<b>1.B.4-5.4</b> Explain how laws are made in a democratic society to protect individual freedoms.	<b>1.B.6-8.4</b> Explain the concept of the rule of law and how limits on government authority guarantee individual liberties.	<b>1.B.9-12.4</b> Analyze how various governmental powers, responsibilities, and limitations are enacted and have changed over time.
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C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>1.C.PK-1.1</b> Describe how people can work together to make decisions in the classroom and school.	<b>1.C.2-3.1</b> Explain how people can work together to make decisions in their community and state.	<b>1.C.4-5.1</b> Explain how laws have changed society in the past and present.	<b>1.C.6-8.1</b> Assess specific laws, both actual and proposed, as means of addressing historic and current national and international problems.	<b>1.C.9-12.1</b> Analyze historical, contemporary, and emerging means to promote the common good and protect individual rights.
<b>1.C.PK-1.2</b> Engage in democratic processes to address authentic, real-world problems in the classroom or school.	<b>1.C.2-3.2</b> Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state.	<b>1.C.4-5.2</b> Use a range of democratic procedures to discuss and make decisions about real-world problems in the community, region, and nation.	<b>1.C.6-8.2</b> Apply a range of deliberative and democratic procedures to debate, make decisions, and propose action about authentic, real-world problems in out-of-school contexts.	<b>1.C.9-12.2</b> Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in the community and out-of-school contexts.



**2. Analyze and Address Authentic Civic Issues**

Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.

A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>2.A.PK-1.1</b> Collaboratively ask and respond to enduring essential questions of common concerns to the student and the community.	<b>2.A.2-3.1</b> Ask and respond to enduring essential questions of common concerns to the student, the community and the state.	<b>2.A.4-5.1</b> Create and explore essential questions that are important to others, as well as enduring across the social studies disciplines.	<b>2.A.6-8.1</b> Investigate and propose answers to essential questions representing enduring issues across the social studies disciplines.	<b>2.A.9-12.1</b> Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.
<b>2.A.PK-1.2</b> Recognize connections between compelling and supporting questions which help answer an essential social studies question.	<b>2.A.2-3.2</b> Make connections between compelling and supporting questions which help answer an essential social studies question.	<b>2.A.4-5.2</b> Identify concepts and ideas from discipline-based compelling and supporting questions that are open to different interpretations.	<b>2.A.6-8.2</b> Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.	<b>2.A.9-12.2</b> Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.
<b>2.A.PK-1.3</b> Practice inquiry skills by responding to various levels of open-ended questions on a regular basis.	<b>2.A.2-3.3</b> Reinforce inquiry skills by asking and responding to various levels of open-ended questions on a regular basis.	<b>2.A.4-5.3</b> Demonstrate depth of knowledge by developing, exploring, and answering various levels of open-ended questions frequently.	<b>2.A.6-8.3</b> Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.	<b>2.A.9-12.3</b> Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.



B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation and other sources.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>2.B.PK-1.1</b> Discuss local problems and ways in which people are trying to address these problems.	<b>2.B.2-3.1</b> Identify a range of local and state problems in which people are trying to address these problems.	<b>2.B.4-5.1</b> Explain the challenges people have faced and the strategies used to address local, regional, or national historical problems.	<b>2.B.6-8.1</b> Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions.	<b>2.B.9-12.1</b> Use interdisciplinary lenses to gather and evaluate information regarding complex local, regional, and global problems; assess individual and collective actions taken to address such problems.
<b>2.B.PK-1.2</b> With guidance and support, demonstrate understanding of social studies content through completion of authentic tasks and assessments.	<b>2.B.2-3.2</b> Demonstrate understanding of social studies content through completion of teacher-led authentic tasks and assessments.	<b>2.B.4-5.2</b> Reinforce understanding of social studies content through teacher-led investigations and the completion of authentic tasks and assessments.	<b>2.B.6-8.2</b> Demonstrate understanding of social studies content through the development of self-driven investigations and the completion of teacher-led authentic tasks and assessments.	<b>2.B.9-12.2</b> Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.



**3. Acquire, Apply, and Evaluate Evidence**  
 Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.

A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>3.A.PK-1.1</b> Identify a primary source of information and gather basic information from such sources.	<b>3.A.2-3.1</b> Explain the difference between a primary and secondary source of information and gather basic information from such sources.	<b>3.A.4-5.1</b> Gather, compare, and analyze information between primary and secondary sources about the past and present.	<b>3.A.6-8.1</b> Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.	<b>3.A.9-12.1</b> Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.
<b>3.A.PK-1.2</b> Identify the author and date of a primary source using information found within the source itself with guidance and support.	<b>3.A.2-3.2</b> Identify the author and date of a primary source using information found within the source itself.	<b>3.A.4-5.2</b> Identify the intended audience and purpose of an historical primary source from information found within the source itself.	<b>3.A.6-8.2</b> Draw conclusions regarding the plausible author, date, origin, audience, and purpose of primary sources when not easily identifiable in the source.	<b>3.A.9-12.2</b> Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.
<b>3.A.PK-1.3</b> With guidance and support, compare two primary or secondary sources about a particular event in history or contemporary events.	<b>3.A.2-3.3</b> Compare two or more primary or secondary sources about a particular event in history or contemporary events.	<b>3.A.4-5.3</b> Describe the similarities and differences between multiple historical or contemporary primary sources and their relationships to historical events.	<b>3.A.6-8.3</b> Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.	<b>3.A.9-12.3</b> Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.



<p><b>3.A.PK-1.4</b> Make simple timelines from given information with guidance and support.</p>	<p><b>3.A.2-3.4</b> Make simple timelines and identify immediate cause and effect relationships from given information.</p>	<p><b>3.A.4-5.4</b> Create timelines to identify multiple causes and effects from given information.</p>	<p><b>3.A.6-8.4</b> Distinguish multiple causation, immediate and long-term cause-effect relationships by constructing timelines which reflect related events.</p>	<p><b>3.A.9-12.4</b> Analyze multiple causation and change over time by constructing and interpreting parallel timelines.</p>
<p><b>3.A.PK-1.5</b> Discuss possible reasons for an event or development in the past.</p>	<p><b>3.A.2-3.5</b> Generate possible reasons for an event or development in the past.</p>	<p><b>3.A.4-5.5</b> Explain multiple causes and effects of events and developments of the past or present.</p>	<p><b>3.A.6-8.5</b> Distinguish between long-term causes and triggering events on historical developments or contemporary events.</p>	<p><b>3.A.9-12.5</b> Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.</p>
<p><b>3.A.PK-1.6</b> Discuss how individuals and groups have shaped significant historical changes.</p>	<p><b>3.A.2-3.6</b> Explain and give examples of how individuals and groups have shaped significant historical changes in the community and state.</p>	<p><b>3.A.4-5.6</b> Describe the specific contributions of individuals and groups who have shaped significant historical changes in regional and national events.</p>	<p><b>3.A.6-8.6</b> Analyze the roles of specific individuals and groups who shaped historically significant events, both nationally, regionally, and on a global scale.</p>	<p><b>3.A.9-12.6</b> Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.</p>
<p><b>3.A.PK-1.7</b> Identify point of view and give examples relevant to the student's experiences.</p>	<p><b>3.A.2-3.7</b> Define point of view and give examples relevant to the student's experiences.</p>	<p><b>3.A.4-5.7</b> Compare perspectives of individuals and groups during the same historical period.</p>	<p><b>3.A.6-8.7</b> Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.</p>	<p><b>3.A.9-12.7</b> Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.</p>



B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>3.B.PK-1.1</b> Answer geographic questions using geographic information about the student’s own community.	<b>3.B.2-3.1</b> Ask and answer geographic questions, using geographic information about the student’s community and state.	<b>3.B.4-5.1</b> Answer geographic questions by organizing geographic information about regions of the United States from historical as well as contemporary perspectives.	<b>3.B.6-8.1</b> Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events.	<b>3.B.9-12.1</b> Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world’s past and its present conditions.
<b>3.B.PK-1.2</b> Create and use basic maps, graphs, and other simple models to identify the physical and human features of the community.	<b>3.B.2-3.2</b> Create and use maps, graphs, and other simple geographic models to describe the physical and human features of the community and state.	<b>3.B.4-5.2</b> Create and use maps, data graphs and charts, photographs, and other geographic representations to explain spatial relationships of physical and human places.	<b>3.B.6-8.2</b> Use multiple mapping techniques and data visuals to create and analyze spatial patterns of environmental and cultural characteristics.	<b>3.B.9-12.2</b> Compare and analyze complex maps and mapping technologies to explain relationships between the environment and events, past and present.
<b>3.B.PK-1.3</b> Describe the community’s human and physical environment through the use of simple geographic representations and photographs.	<b>3.B.2-3.3</b> Describe the community and state’s human and physical environment through the use of geographic representations, including aerial photographs.	<b>3.B.4-5.3</b> Analyze the impact of human and physical features of the Earth by drawing conclusions from digital representations, such as aerial photographs and satellite images of our nation and its regions.	<b>3.B.6-8.3</b> Make connections between spatial patterns of physical and human features of the Earth’s surface by interpreting satellite images and using geographic technology.	<b>3.B.9-12.3</b> Analyze spatial patterns of human and physical environments, using geographic technology, from contemporary and historical perspectives.





<p><b>3.B.PK-1.4</b> Identify examples of how humans modify and adapt to their physical environment using its natural resources.</p>	<p><b>3.B.2-3.4</b> Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.</p>	<p><b>3.B.4-5.4</b> Explain how culture, political, and economic actions can influence the ways people modify and adapt to their environment.</p>	<p><b>3.B.6-8.4</b> Explain how cultural patterns, political and economic decisions can affect the physical environment, including how places and regions change over time.</p>	<p><b>3.B.9-12.4</b> Evaluate the extent to which political and economic decisions have had significant historical and global impact on human and physical environments of various places and regions.</p>
<p><b>3.B.PK-1.5</b> Discuss how the physical environment impacts our daily lives and affects human activities.</p>	<p><b>3.B.2-3.5</b> Describe how the physical environment impacts our daily lives and affects human activities in the past and present.</p>	<p><b>3.B.4-5.5</b> Explain how environmental factors affected historical events and continue to impact contemporary human activities.</p>	<p><b>3.B.6-8.5</b> Explain the influences of multiple environmental factors on historical events and current situations, which provide both opportunities and limitations on human development.</p>	<p><b>3.B.9-12.5</b> Analyze the connections between historical events and the geographic contexts in which they have occurred, including the causes and processes of environmental changes over time.</p>
<p><b>3.B.PK-1.6</b> Discuss why and how people and goods move from place to place.</p>	<p><b>3.B.2-3.6</b> Describe how the movement of resources, people, goods, and ideas move, connecting communities.</p>	<p><b>3.B.4-5.6</b> Describe the spatial patterns of economic activities caused by interactions with other places.</p>	<p><b>3.B.6-8.6</b> Explain how changes in transportation, communication, and technology affect the diffusion of ideas.</p>	<p><b>3.B.9-12.6</b> Evaluate how globalization and the expanding use of scarce resources contribute to conflict and cooperation.</p>



C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>3.C.PK-1.1</b> Collaboratively gather simple economic data from charts and tables.	<b>3.C.2-3.1</b> Gather basic economic data from various types of graphs and charts.	<b>3.C.4-5.1</b> Interpret and draw conclusions from economic data on charts and graphs.	<b>3.C.6-8.1</b> Analyze, interpret, and compare economic data from multiple charts and graphs.	<b>3.C.9-12.1</b> Evaluate economic data from charts and graphs, noting trends and making predictions.
<b>3.C.PK-1.2</b> Describe freedom of choice when determining needs and wants.	<b>3.C.2-3.2</b> Describe freedom of choice when determining needs and wants in a free market.	<b>3.C.4-5.2</b> Explain how the concepts of supply and demand operate in a market economy, using historic and contemporary examples.	<b>3.C.6-8.2</b> Compare the advantages and disadvantages of different types of economic systems.	<b>3.C.9-12.2</b> Analyze the ways in which incentives and resource availability influence what is produced and distributed in different types of economic systems.
<b>3.C.PK-1.3</b> Discuss the concept that personal decisions have costs and benefits.	<b>3.C.2-3.3</b> Give examples of costs and benefits resulting from personal economic decisions.	<b>3.C.4-5.3</b> Identify positive and negative incentives that influence economic decision making.	<b>3.C.6-8.3</b> Describe alternative solutions to current economic issues in terms of benefits and costs for different groups.	<b>3.C.9-12.3</b> Construct arguments using a combination of evidence for or against an approach or solution to an economic issue.
<b>3.C.PK-1.4</b> Identify examples of the goods and services that school and community workers provide.	<b>3.C.2-3.4</b> Describe examples of the goods and services that local and state governments provide.	<b>3.C.4-5.4</b> Analyze the role of innovation and entrepreneurship in a market economy.	<b>3.C.6-8.4</b> Evaluate how the advancements in technology impact economic growth and standard of living.	<b>3.C.9-12.4</b> Evaluate the impact of government policies on market outcomes at national and global levels, past and present.



<p><b>3.C.PK-1.5</b> Explain why people in the community trade goods and services with people in other communities.</p>	<p><b>3.C.2-3.5</b> Describe why people in one country trade goods and services with people in other countries.</p>	<p><b>3.C.4-5.5</b> Explain how trade influences growth and progress of nations.</p>	<p><b>3.C.6-8.5</b> Explain how trade impacts standard of living and leads to economic interdependence.</p>	<p><b>3.C.9-12.5</b> Analyze the possible consequences, both intended and unintended, of government policies on markets and international trade.</p>
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**4. Read Critically and Interpret Informational Sources**

Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>4.A.PK-1.1</b> Locate the main idea and supporting details of a text.	<b>4.A.2-3.1</b> Locate and paraphrase the main idea and supporting details of a text (e.g. primary and secondary sources.)	<b>4.A.3-4.1</b> Quote accurately from a text when explaining the text explicitly and when drawing inferences from the text.	<b>4.A.6-8.1</b> Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.	<b>4.A.9-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.
<b>4.A.PK-1.2</b> Use titles and graphic features, including photographs and illustrations, to understand a text.	<b>4.A.2-3.2</b> Use graphic features of a text, such as photographs, titles, headings, subheadings, charts, and graphs, to understand content.	<b>4.A.4-5.2</b> Use information from multiple print or digital sources (e.g. timelines, maps, graphs, political cartoons, images) to answer a question.	<b>4.A.6-8.2</b> Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.	<b>4.A.9-12.2</b> Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
<b>4.A.PK-1.3</b> Acquire new academic vocabulary and relate new words to prior knowledge.	<b>4.A.2-3.3</b> Acquire new academic vocabulary; relate new words to prior knowledge, and apply vocabulary in social studies.	<b>4.A.4-5.3</b> Acquire and use appropriate academic vocabulary and phrases in a social studies context.	<b>4.A.6-8.3</b> Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.	<b>4.A.9-12.3</b> Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.



B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>4.B.PK-1.1</b> Explain and discuss the author’s purpose, with guidance and support.	<b>4.B.2-3.1</b> Identify the author’s purpose, including what the author wants to answer, explain, or describe in primary and secondary informational texts.	<b>4.B.4-5.1</b> Determine an author’s purpose and draw conclusions to evaluate how well the author’s purpose was achieved.	<b>4.B.6-8.1</b> Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.	<b>4.B.9-12.1</b> Evaluate the extent to which historical, cultural, and/or global perspectives affect an author’s state or implied purpose.
<b>4.B.PK-1.2</b> Locate facts that are clearly stated in a text (e.g. who, what, where, when, why, and how).	<b>4.B.2-3.2</b> Locate facts (e.g. who, what, where, when, why, and how) to demonstrate an understanding of key details in a text.	<b>4.B.4-5.2</b> Distinguish fact from opinion in non-fiction text and investigate facts for accuracy.	<b>4.B.6-8.2</b> Evaluate textual evidence to determine whether a claim is substantial or unsubstantial.	<b>4.B.9-12.2</b> Evaluate authors’ points of view, potential bias, and how authors can reach different conclusions regarding the same issue.
<b>4.B.PK-1.3</b> Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a social studies text.	<b>4.B.2-3.3</b> Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.	<b>4.B.4-5.3</b> Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in diverse groups and whole class settings.	<b>4.B.6-8.3</b> Engage in collaborative discussions and debates about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.	<b>4.B.9-12.3</b> Actively listen, evaluate, and analyze a speaker’s message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.



### 5. Engage in Evidence-Based Writing

Students will apply effective communication skills by demonstrating a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.

A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
<b>5.A.PK-1.1</b> Draw, label, dictate and write a narrative with guidance and support.	<b>5.A.2-3.1</b> Compose narratives which introduce a topic, use facts to develop the topic, and provide a concluding statement.	<b>5.A.4-5.1</b> Compose narratives to develop and examine a topic in social studies, using information appropriately in a structured format.	<b>5.A.6-8.1</b> Compose narratives incorporating point of view, the use of an appropriate structure of ideas, and application of information.	<b>5.A.9-12.1</b> Compose narrative writing, when appropriate to a given purpose or task, citing evidence from informational texts.
<b>5.A.PK-1.2</b> Draw, label, dictate, and write an informative product with guidance and support.	<b>5.A.2-3.2</b> Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details.	<b>5.A.4-5.2</b> Compose informative essays and written products by introducing and developing a topic, incorporating evidence (e.g. facts, examples, details) and maintaining an organized structure.	<b>5.A.6-8.2</b> Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.	<b>5.A.9-12.2</b> Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure.
<b>5.A.PK-1.3</b> With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.	<b>5.A.2-3.3</b> Express an opinion about a topic by composing a written product and providing logical reasons as support.	<b>5.A.4-5.3</b> Clearly state an opinion through written products, supported by commentary including examples, details, and reasoning.	<b>5.A.6-8.3</b> Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and	<b>5.A.9-12.3</b> Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical



			commentary from credible sources.	reasoning, and providing credible evidence to develop a balanced argument.
<b>5.A.PK-1.4</b> Express ideas independently through a combination of drawing and emergent writing.	<b>5.A.2-3.4</b> Write independently over extended periods of time (e.g. time for research and reflection) and for shorter time frames (e.g. single sitting).	<b>5.A.4-5.4</b> Write independently over extended periods of time and for shorter time frames to communicate with different audiences for a variety of purposes.	<b>5.A.6-8.4</b> Write independently over extended periods of time and for shorter time frames, varying modes of expression to suit audience, purpose, and task and/or to analyze different perspectives.	<b>5.A.9-12.4</b> Write independently over extended periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives.
B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.				
<b>PreK-Grade 1</b>	<b>Grades 2-3</b>	<b>Grades 4-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>5.B.PK-1.1</b> With guidance and support, generate a list of topics of interest and questions about social studies.	<b>5.B.2-3.1</b> Generate a list of topics of interest and individual questions about a specific topic in social studies.	<b>5.B.4-5.1</b> Formulate a viable research question related to expanding knowledge of social studies concepts.	<b>5.B.6-8.1</b> Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.	<b>5.B.9-12.1</b> Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.
<b>5.B.PK-1.2</b> Organize information found during group research, using graphic organizers and	<b>5.B.2-3.2</b> Organize information found during group or individual research, using graphic organizers or other aids.	<b>5.B.4-5.2</b> Organize information from research, quoting accurately from the source, avoiding plagiarism.	<b>5.B.6-8.2</b> Quote, paraphrase, and summarize findings, avoiding plagiarism.	<b>5.B.9-12.2</b> Integrate quotes, paraphrase, and summaries of research findings into writing while avoiding plagiarism.



other aids with guidance and support.				
<b>5.B.PK-1.3</b> With guidance and support, create a simple presentation, using audio, visual, or multimedia tools to communicate ideas and thoughts.	<b>5.B.2-3.3</b> Create a simple presentation, using audio, visual, and/or multimedia tools to communicate ideas and thoughts.	<b>5.B.4-5.3</b> Create presentations that integrate visual displays and other multimedia to enrich the presentation.	<b>5.B.6-8.3</b> Select, organize, and create presentations using multi-model content (variety of written oral, visual, digital, or interactive texts) encompassing different points of view.	<b>5.B.9-12.3</b> Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.