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| **Practices in the Inquiry Cycle** | | |
| **Questioning**  Students will independently and collaboratively:  1. **Develop compelling questions** that promote inquiry around key disciplinary concepts and embedded enduring issues.  2. **Develop supporting questions** that identify facts, concepts and research interpretations associated with a key disciplinary concept.  3. **Determine the types of sources** that will assist in answering compelling and supporting questions. | **Evaluating Sources**  Students will independently and collaboratively:  4. **Gather relevant information** from multiple sources from a wide range of perspectives and **evaluate for credibility**.  5. **Identify and utilize evidence** to seek solutions to questions.  6. **Develop and create claims and counterclaims** using appropriate evidence to construct strengths and weaknesses | **Communicating**  *Students will independently and collaboratively:*  *7.* **Construct viable arguments, relevant explanations and/or public demonstrations** that convey ideas and perspectives to a wide array of appropriate audiences.  *8.* **Critique the arguments and explanations** of others paying particular attention to credibility and relevance of information.  *9.* **Address options** of individuals and groups to identify and apply a range of strategies and complex reasoning to **take public action or propose a solution**. |
| 10. **Engage in disciplinary thinking** used by social scientists (*historians, economists, political scientists and geographers*) independently and proficiently resulting in civic readiness. | | |