

## SSS1: Uses critical reasoning skills to analyze and evaluate claims.

### Enduring Understanding

- ▶ Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.

### Components

- SSS1.9-12.1 Critique the precision of a claim about an issue or event.
- SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.
- SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.
- SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

### Sample Questions

- How can we recognize if a claim is clear, precise, and adequately supported?
- How can we strengthen our arguments by effectively analyzing both claims and counterclaims?
- What advantages are there to considering multiple perspectives when learning about an issue or event?
- What are the points of agreement and disagreement surrounding interpretations of a topic?
- Explain the characteristics and causes of local, regional, and global problems in multiple contexts.

### *Since Time Immemorial Connections*

#### High School Curriculum

SSS1.9-12.1-5: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6

SSS1.9-12.1-5: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

SSS1.9-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

## SSS2: Uses inquiry-based research.

### Enduring Understanding

- ▶ The ability to develop questions is the foundation of a rich social studies experience. The next step to initiate an inquiry is the ability to answer those questions by planning how to find reliable and credible answers.

### Components

SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.

SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.

SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

### Sample Questions

- Why is it important to keep asking questions when conducting research?
- How do the answers to questions help lead to additional questions?
- What kinds of sources are needed to adequately answer questions, state claims, and provide evidence?
- How can you decide whether or not a source has credibility?
- How do you know that you have accumulated information that represents a range of multiple viewpoints?

### *Since Time Immemorial Connections*

#### High School Curriculum

SSS2.9-12.1-4: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, 6

SSS2.9-12.1-4: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

SSS2.9-12.1-4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

## SSS3: Deliberates public issues.

### Enduring Understanding

- ▶ Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

### Components

- SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.
- SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.
- SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.
- SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.
- SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

### Sample Questions

- How do differing viewpoints contribute to the democratic process and effective policy decisions?
- Why and how do legislators use the deliberative process?
- How can we create a culture of civic discourse?
- How has civic debate and our knowledge of the past served to inform contemporary policies?

### *Since Time Immemorial Connections*

#### High School Curriculum

SSS3.9-12.1 and 3-6: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6

SSS3.9-12.1 and 3-6: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

SSS3.9-12.1 and 3-6: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

SSS3.9-12.2: Native Knowledge 360 PNW Inquiries—9<sup>th</sup>–12th Grade: *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

**SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.**

### Enduring Understanding

- ▶ Social studies skills include the formation of questions, the ability to apply disciplinary knowledge and concepts, gather and evaluate sources, and develop claims and use evidence to support those claims.

### Components

- SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.
- SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.
- SSS4.9-12.3 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).
- SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.

### Sample Questions

- What constitutes a valid claim?
- What kinds of questions and sources are helpful when addressing a social science inquiry?
- Explain why historians and other social science experts have agreement and disagreement about interpretations and applications of disciplinary concepts.
- Why is it important to keep asking questions during research?

### *Since Time Immemorial Connections*

#### High School Curriculum

SSS4.9-12.1-4: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6

SSS4.9-12.1-4: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

SSS4.9-12.1-4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*