



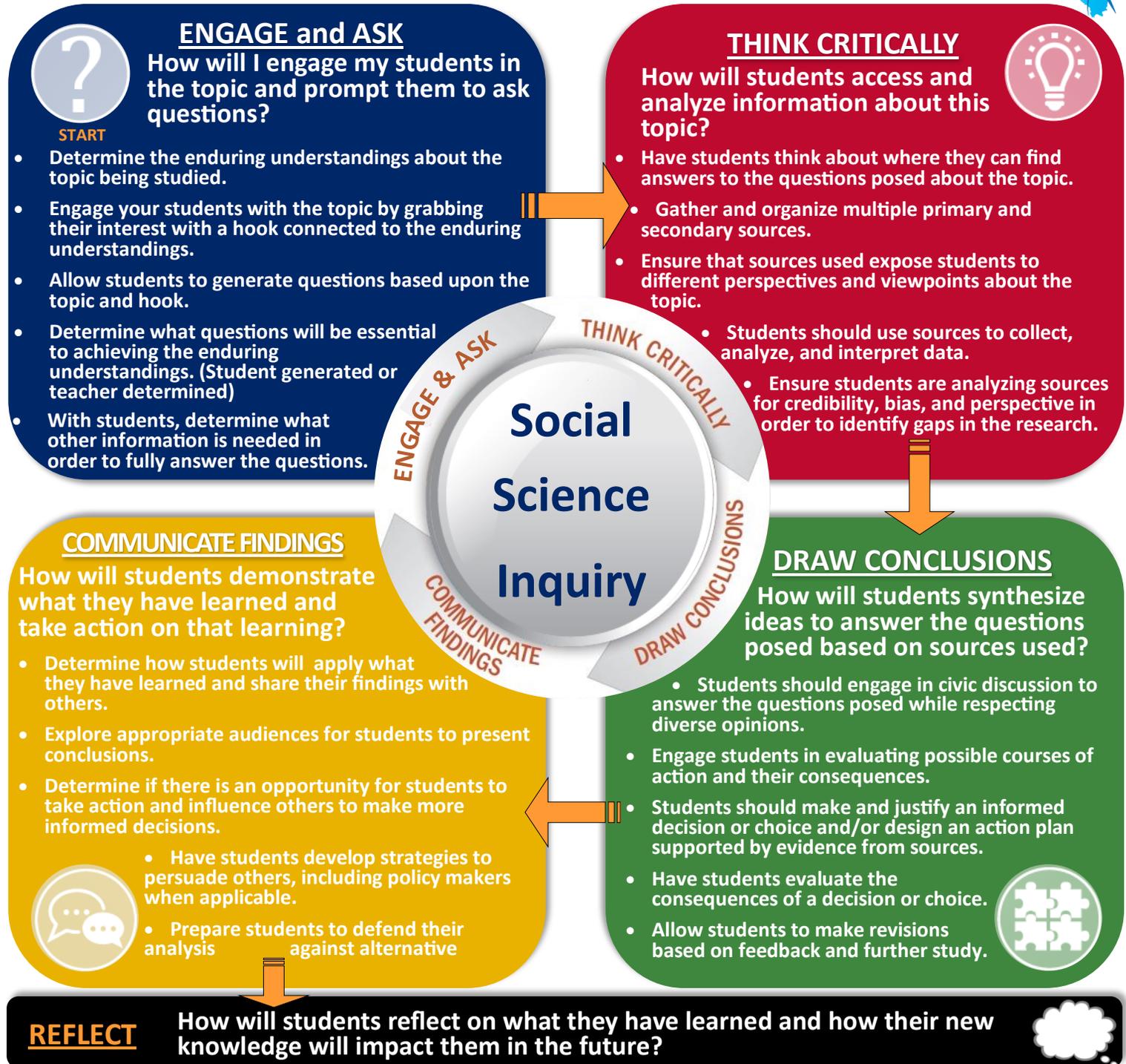
# Social Science Inquiry Process

## Middle School: Grades 6-8



The stages of the inquiry process are illustrated in the graphic to the right. The graphic is a guide to a suggested process for incorporating the Illinois Learning Standards for Social Science, particularly the Inquiry Skills portion of the standards for Middle School. The statements contained in the graphic are suggested steps for each stage of the process. The intention is to support teachers with the goal of engaging students in the inquiry process.

On the next page you'll find the Inquiry Skills Standards for the Middle Grades along with space to detail what students will do in the classroom to ensure they're practicing those skills.





# Middle School

## Grades 6-8



Use the space below to note how the Inquiry Skills will be taught in your classroom. Be specific as you make notes of the activities or prompts you'll use to ensure students will have the opportunity to practice these skills found in the standards.

Inquiry Skills				<u>How</u> will students practice these skills?
<b>Developing Questions and Planning Inquiries</b>				<b>Developing Questions and Planning Inquiries</b>
<b>Constructing Essential Questions</b>	SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.			
<b>Constructing Supporting Questions</b>	SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.			
<b>Determining Helpful Sources</b>	SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.			
<b>Evaluating Sources and Using Evidence</b>				<b>Evaluating Sources and Using Evidence</b>
	<b>Less Complex (LC)</b>	<b>Moderately Complex (MdC)</b>	<b>More Complex (MC)</b>	
<b>Gathering and Evaluating Sources</b>	SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.	SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.	
<b>Developing Claims and Using Evidence</b>	SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.	
<b>Communicating Conclusions and Taking Informed Action</b>				<b>Communicating Conclusions and Taking Informed Action</b>
	<b>Less Complex (LC)</b>	<b>Moderately Complex (MdC)</b>	<b>More Complex (MC)</b>	
<b>Communicating Conclusions</b>	SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	
<b>Critiquing Conclusions</b>	SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).			
<b>Taking Informed Action</b>	SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	