### Inquiry Skills

#### Developing Questions and Planning Inquiries

<table>
<thead>
<tr>
<th>Constructing Essential Questions</th>
<th>SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.</th>
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<tr>
<td>Constructing Supporting Questions</td>
<td>SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.</td>
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<td>Determining Helpful Sources</td>
<td>SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.</td>
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#### Evaluating Sources and Using Evidence

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<th>Gathering and Evaluating Sources</th>
<th>SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</th>
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<tr>
<td>Developing Claims and Using Evidence</td>
<td>SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.</td>
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#### Communicating Conclusions and Taking Informed Action

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<th>Communicating Conclusions</th>
<th>SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</th>
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<td>Critiquing Conclusions</td>
<td>SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</td>
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<td>Taking Informed Action</td>
<td>SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</td>
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### Civics Standards

**Civic and Political Institutions**

- SS.CV.1.5: Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.
- SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.
- SS.CV.3.5: Compare the origins, functions and structure of different systems of government.

**Processes, Rules, and Laws**

- SS.CV.4.5: Explain how policies are developed to address public problems.

### Geography Standards

**Human-Environment Interaction: Place, Regions, and Culture**

- SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.

**Human Population: Spatial Patterns and Movements**

- SS.G.2.5: Describe how humans have utilized natural resources in the United States.
- SS.G.3.5: Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.

**Global Interconnections: Changing Spatial Patterns**

- SS.G.4.5: Compare the environmental characteristics of the United States to other world regions.
### Economics and Financial Literacy Standards

**Exchange and Markets**

**SS.EC.1.5:** Analyze why and how individuals, businesses, and nations around the world specialize and trade.

**National and Global Economy**

**SS.EC.2.5:** Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world.

**SS.EC.3.5:** Determine the ways in which the government pays for the goods and services it provides.

**Financial Literacy**

**SS.FL.4.5:** Explain that interest is the price the borrower pays for using someone else’s money.

### History Standards

**Change, Continuity, and Context**

**SS.H.1.5:** Create and use a chronological sequence of related events to compare developments that happened at the same time.

**Historical Sources and Evidence**

**SS.H.2.5:** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.

**Causation and Argumentation**

**SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.