



## **Cobb Teaching and Learning Standards for Inquiry in Social Studies**

### **Overview**

Cobb social studies instruction centers on the systematic exploration of our world. While the Social Studies Georgia Standards of Excellence provide a framework for instruction, Cobb Teaching and Learning Standards for Social Studies extend and enrich student learning by:

- Adding rigor and relevance by emphasizing a hands-on inquiry approach to social studies instruction that builds student comprehension while cultivating problem-solving and critical thinking skills.
- Employing an inquiry arc to craft questions, plan inquiries, gather and evaluate sources, construct arguments and explanations, and present research findings.
- Stressing the importance of using systematic inquiry methods to create arguments and explanations using evidence, reasoning, and data.
- Requiring students to demonstrate deep understanding by constructing explanations, engaging in argument, and creating solutions to social, political, and economic problems.

### **Cobb Teaching & Learning Standards for Social Studies:**

In each unit of study,

#### **K-2**

Students craft questions and plan inquiries by explaining why the questions are important and by identifying facts and concepts associated with the questions. Students determine the kinds of sources that will be helpful in answering the questions.

Students gather relevant information from one or two sources and evaluate those sources by distinguishing between fact and opinion.

Students construct an argument with reasons. Students also construct explanations using relevant information.

Students present a summary of an argument using print and digital technologies.

#### **3-5**

Students craft questions and plan inquiries by explaining why the questions are important to others and by identifying the concepts and ideas associated with the questions that are open to interpretation. Students determine the kinds of sources that will be helpful in answering the questions, taking into consideration the different opinions people have about how to answer the questions.

Students gather relevant information from sources and use distinctions among fact and opinion to determine the credibility of sources.

Students construct arguments using claims and evidence from sources. Students construct explanations using reasoning, examples, and details with relevant information and data.

Students present a summary of arguments and explanations to others outside the classroom using print and digital technologies.

## **6-8**

Students craft questions and plan inquiries by explaining how the questions represent key ideas in the field and by explaining how experts have points of agreement about interpretations and ideas associated with the questions. Students determine the kinds of sources that will be helpful in answering the questions, taking into consideration the points of views represented in the sources.

Students gather relevant information from sources while using the origin, author, content, and corroborative value of the sources. Students evaluate the credibility of a source by determining its relevance and intended use.

Students construct arguments using claims and evidence from sources, while acknowledging the strengths and limitations of the arguments. Students construct explanations using reasoning, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Students present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and digital technologies.

## **9-12**

Students craft questions and plan inquiries by explaining how a question reflects an enduring understanding and by explaining points of agreement and disagreement experts have about the interpretations and applications of concepts and ideas associated with the questions. Students determine the kinds of sources that will be helpful in answering questions, taking into consideration the potential uses of the sources.

Students gather relevant information from sources representing a wide range of views while using the origin, authority, context, and corroborative value of the sources to guide the inquiry.

Students construct arguments using precise and knowledgeable claims with evidence from sources, while acknowledging counter claims and evidentiary weaknesses. Students construct explanations using sound reasoning, examples, and details with relevant information and data.

Students 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 digital technologies.