

Fairfield Public Schools Social Studies Curriculum

Humanities Grades 11-12



**FAIRFIELD
PUBLIC SCHOOLS**

Humanities: Description

Humanities can be defined as the cumulative creative and intellectual achievements of human beings throughout history. Humanities is an elective course for students who seek a better understanding of themselves and an increasingly interconnected world. It provides students with the opportunity to engage in questions, arguments, and methods of thinking. This course examines, through the use of intellectual inquiry, a variety of resources, perspectives, and imaginative illustrations to assist the curiosity and academic progress of students. Humanities uses an interdisciplinary approach where it constantly blends philosophy, history, literature, music, art, psychology, and sociology to better understand varying perspectives and issues concerning human existence and thought. Units of study will include Universal Questions, Good and Evil, Ethics, and Philosophical Perspectives.

Objectives and Standards:

Course Understandings: Shown as content objectives, these goals define what students should know and be able to do upon completion of each unit. These understandings are drawn from a variety of disciplines including philosophy, history, psychology, and sociology, as well as art and literature. They provide students with the knowledge and skills required to engage in critical inquiry, debate, and reflection upon fundamental questions.

Critical Thinking / Inquiry Skills: These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks (2015)* and the *C3 Social Studies for the Next Generation National Framework (2013)*, these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

Humanities: Overview

Central Understandings

- Analyze and explain identity and how identity is formed and developed.
- Ask universal questions and document answers.
- Engage in critical inquiry, debate, and reflection upon fundamental questions developed individually and with others.
- Develop a personal philosophy and formulate a view on life issues.
- Analyze the ways in which race, gender, ethnicity, and class issues impact individuals today and in the past.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret data.
- Compose arguments / positions, and participate in debates on different interpretations of the same events or concepts; synthesize primary and secondary sources to justify a claim.
- Develop open-ended questions that can be addressed through research and interpretation.

Course Compelling Questions

- What purpose do universal questions serve?
- Are good and evil universal?
- How have human beings interpreted right and wrong over time?
- How have human beings interpreted their humanity over time?

Humanities: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Universal Questions: What it Means to be Human	<ul style="list-style-type: none"> • What is the purpose of universal questions? • What are the historical and contemporary thoughts on universal questions? • What factors determine the creation of identity?
2	Good and Evil	<ul style="list-style-type: none"> • How have human beings interpreted good and evil over time? • How have good and evil been depicted in various cultures throughout history? • What is the proper response to evil?
3	Ethics	<ul style="list-style-type: none"> • How have human beings interpreted right and wrong over time? • Are right and wrong absolutes? • What are the implications of one's decision making? • What purpose do ethics serve?
4	Comparative Philosophy	<ul style="list-style-type: none"> • How have human beings interpreted their humanity over time? • How does a philosophical worldview influence the way individuals behave?

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of course content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same concept or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of a concept or issue, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).

Universal Questions: What it Means to be Human

Overview

This unit of study explores universal questions and issues that human beings have always faced. This unit further addresses the need for one to become aware of personal and historical perspectives. Throughout history, people have posed questions regarding their existence. These questions still serve as a means for individuals to develop lasting personal perspectives so they may better understand themselves and the society in which they live.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Document their perspectives and personal insights in regard to specified universal questions.
- Analyze and explain how their identity was formed.
- Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- Investigate, ask questions, and formulate perspectives on such topics as human nature, the meaning of life, and the factors that form identity.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is the purpose of universal questions?
- What are the historical and contemporary thoughts on universal questions?
- What factors determine the creation of identity?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

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

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in high school Humanities will individually and with others:

HUM 9-12.1 Document their perspectives and personal insights in regard to specified universal questions.

HUM 9-12.2 Analyze and explain how their identity was formed.

HUM 9-12.3 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.

HUM 9-12.4 Investigate, ask questions, and formulate perspectives on such topics as human nature, the meaning of life, and the factors that form identity.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.6 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.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 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).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Good and Evil

Overview

Throughout history, people have pondered human nature. This unit of study examines the extremes of human behavior. In a society based on the will of the majority, consideration needs to be given to what is meant by the ideals implied by the word good. Likewise, the question has often arisen regarding why people perpetrate heinous acts and what the proper response of society is to those individuals.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the ways in which race, gender, ethnicity, and class issues have affected individuals and societies in the past and the present.
- Establish a personal definition of good and evil.
- Analyze historical and contemporary case studies to determine whether the events fit their personal definitions.
- Determine the proper response to evil through thoughtful research, debate, and deliberation.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have human beings interpreted good and evil over time?
- How have good and evil been depicted in various cultures throughout history?
- What is the proper response to evil?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

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

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in high school Humanities will individually and with others:

HUM 9-12.5 Analyze the ways in which race, gender, ethnicity, and class issues have affected individuals and societies in the past and the present.

HUM 9-12.6 Establish a personal definition of good and evil.

HUM 9-12.7 Analyze historical and contemporary case studies to determine whether the events fit their personal definitions.

HUM 9-12.8 Determine the proper response to evil through thoughtful research, debate, and deliberation.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.6 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.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 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).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Ethics

Overview

This unit examines the processes involved in determining the ethical nature of human beings. Throughout history human beings have developed various moral codes and rules of behavior. Members of ancient societies felt that they lived at the will of the gods and their actions could bring hardship in this life and the next. In today's society we are faced with mounting scientific knowledge that demonstrates that we may not have the free will we once believed we did.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Evaluate whether or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good.
- Demonstrate reasoned thinking when resolving an ethical dilemma in a case study.
- Determine the implications of personal choices when resolving an ethical dilemma.
- Document personal perspectives and insights in regard to ethical dilemmas.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have human beings interpreted right and wrong over time?
- Are right and wrong absolutes?
- What are the implications of one's decision making?
- What purpose do ethics serve?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in high school Humanities will individually and with others:

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INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting

questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

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Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in high school Humanities will individually and with others:

HUM 9-12.9 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good.

HUM 9-12.10 Demonstrate reasoned thinking when resolving an ethical dilemma in a case study.

HUM 9-12.11 Determine the implications of personal choices when resolving an ethical dilemma.

HUM 9-12.12 Document personal perspectives and insights in regard to ethical dilemmas.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.6 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.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

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and evidentiary weaknesses.

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INQ 9–12.12 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).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

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INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Comparative Philosophy

Overview

This unit focuses on fostering critical inquiry, debate, and reflection upon philosophy's fundamental questions. Because philosophers work with one eye fixed on their own traditions, students should also become familiar with important concepts, historical figures, and texts that contribute to our intellectual heritage. A further important objective is to sharpen students' critical thinking and ability both to analyze and write arguments with clarity and purpose.

Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Explore and analyze how human beings have interpreted their humanity over time.
- Ask questions and provide perspective on core topics such as individual philosophy, pragmatism, existentialism, naturalism, and death.
- Formulate a personal philosophy.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have human beings interpreted their humanity over time?
- How does a philosophical worldview influence the way individuals behave?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in high school Humanities will individually and with others:

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Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in high school Humanities will individually and with others:

HUM 9-12.13 Explore and analyze how human beings have interpreted their humanity over time.

HUM 9-12.14 Ask questions and provide perspective on core topics such as individual philosophy, pragmatism, existentialism, naturalism, and death.

HUM 9-12.15 Formulate a personal philosophy.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in high school Humanities will individually and with others:

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INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

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Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in high school Humanities will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 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).

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INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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