**A Framework for Taking Informed Action**

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| **Inquiry Arc – Disciplinary Skill Standards 1-10 (NVACS-SS)**  Students engage in prior learning connected to historical content that allows for extension to relevant current issues. | | |
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| **SS.9-12.11** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. | | |
| **Step 1: LEARN** | | |
| **Students identify, explore and research a contemporary issue based on a compelling question.** | | |
| Mini-Inquiry  Research Project  Text-based Small or Whole Group Discussions | | |
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| **Step 2: DEMONSTRATE UNDERSTANDING** | | |
| **Students are assessed on their understanding and explanation of a compelling contemporary issue and their ability to compare or link the issue with historical events/issues.** | | |
| List pros/cons or cause/effect of an issue  Identify & Explain impacts of an issue  Write an argument/position statement (CER)  Present information to class | | |
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| **SS.9-12.12** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level. | | |
| **Step 3: ACT & REFLECT** | | |
| **Students determine action to take regarding the issue and reflect on the process and outcome(s).** | | |
| **Inform** | **Engage** | **Lead** |
| Write and submit an OpEd  Design a PSA & share  Create a Podcast  Develop a Blog  Present at a local civic organization | Participate in a political or social campaign  Design & Administer a survey  Invite a panel of guest speakers  Speak at a local meeting | Organize a fundraiser  Organize a petition  Organize a boycott/rally  Write & submit a resolution  Draft a bill & meet with rep. |
| **Self Reflection & Assessment** | | |
| Journaling, Goal Setting, Likert Scale Survey, Self-Assessment | | |