Enduring Skill	Reference to Standards	What's Mastery Look Like at your Grade Level?	Sources of Evidence: What is available or needs to be developed?
Construct compelling and supporting questions to develop inquiry skills.	**C3 Framework** Dimension 1 (p. 23) **Quality Core** Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives j. Develop open-ended historical questions that can be addressed through historical research and interpretation. **KCAS Reading Anchor Standard 1** (importance of evidence in framing and answering questions) **KCAS Writing Anchor Standard 7** (posing questions as an initial activity in research and inquiry) **KCAS Speaking and Listening Standard 1** (prepare and participate in conversations around questions)		
Use evidence to support a claim.	**C3 Framework**: Dimension 3 (p. 53) **Quality Core** Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding		

	Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position **Historical Thinking Skills**: Skill 1 **KCAS Writing Standards for Literacy in History/Social Studies** Write arguments focused on discipline-specific content. **KCAS Reading Standards for Literacy in History/Social Studies** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
Evaluate the credibility of sources.	**C3 Framework**: Dimension 3 (p. 53) **Historical Thinking Skills**: Skill 1		

	Quality Core Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms Quality Core A. Exploring the Skills and Strategies Underlying US History 1. Process Objectives e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation) **KCAS Writing Standards for Literacy in History/Social Studies** 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and		

	following a standard format for citation. **KCAS Reading Standards for Literacy in History/Social Studies** 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		
Communicate conclusions to a range of audiences	**C3 Framework**: Dimension 4 (p. 60) **KCAS Writing Standards for Literacy in History/Social Studies** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Critique your own work as well as the work of others	**C3 Framework**: Dimension 4 (p. 61) **KCAS Writing Standards for Literacy in History/Social Studies** 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCR AS S&L #3 CCR AS R #8		

Take informed action	**C3 Framework**: Dimension 4 (p. 62)		