

NVACS Social Studies Disciplinary Skill Standards Indicators

The indicators listed may help you determine the observable disciplinary skill standards in a social studies classroom. Generally, a minimum of one of these disciplinary skill domains would be observable in instruction. Some lessons will include more than one of these disciplinary skill domains as teachers help guide students through the inquiry process and build on previous skill development. * This list of indicators is not exhaustive and there may be other examples of observable evidence of these standards. This tool may support peer observations and coaching conversations.

Name of Teacher _____

Date of observation: _____

Disciplinary Skill Standard Domains 1 & 2: Construction Compelling and Supporting Questions

- Students are prompted to ask closed and/or open questions.
- Students are verbally responding or extending discussion by posing their own questions.
- Students are using question stems to develop their own questions.
- Students are annotating text, sources or notetakers with questions.
- Students ask supporting questions relevant to the objective(s) of the lesson.

Disciplinary Skill Standard Domain 3: Gathering and Evaluating Sources

- Students are asking questions and making observations about primary and/or secondary sources.
- Students are analyzing historical or contemporary sources by determining *who, what, where, when, why*.
- Students are exploring, researching, and/or investigating current events.
- Students are discussing and sharing evidence-based opinions about the credibility of a source/author.

Disciplinary Skill Standard Domain 4: Developing Claims and Using Evidence

- Students are practicing making claims for an argument.
- Students are finding and sorting evidence from sources (bucketing, categorizing, sorting, ranking, etc.)
- Students are using graphic organizers and sentence stems, discussion, or written response to show reasoning that explains how evidence connects to or supports their claim.
- Students engage in collaborative argument development and/or peer review of arguments.
- Students are asked to identify strengths and/or weaknesses of an argument.

Disciplinary Skill Standard Domain 5: Communicating and Critiquing Conclusions

- Students are using graphic organizers to develop and form arguments and explanations.
- Students are writing formal short or long essay responses.
- Students are developing presentations to share with classmates or other audiences.
- Students are discussing in small or whole group, using textual (source) evidence.

Disciplinary Skill Standard Domain 6: Taking Informed Action

- Students are discussing democratic processes to address current issues (locally, nationally, globally)
*voting, communicating with or writing letters to elected officials/op-eds/blogs, organizing petitions/demonstrations/marches, contacting local officials, engaging/discussing with community members, etc.
- Students are brainstorming and researching current issues using online sources, databases, expert interviews, etc.
- Students are using frameworks or templates to plan a solution to a current issue.
- Students are engaged in project-based activities working toward their implementation of Informed Action.

