



Social Studies Performance Task Categories and Explanation	Primary Social Studies Transfer Goals	Primary INQ Standards	Related ELA Standards
<p>Investigation. <i>Craft questions, seek and evaluate sources to pursue an explanation of what really happened based on, but not limited to, known information.</i></p>	<ul style="list-style-type: none"> ● Access and analyze text for context, reliability, and accuracy to determine relevance ● Create questions or statements that advance research and analysis 	INQ 9-12.1 INQ 9-12.2 INQ 9-12.3 INQ 9-12.4 INQ 9-12.5 INQ 9-12.6 INQ 9-12.7 INQ 9-12.15	WHST.2 WHST.7 WHST.8 WHST.9 RH.1 RH.7 RH.9
<p>Chronology. <i>Identifies a driving question/thesis statement and produces a sequential description of major events.</i></p>	<ul style="list-style-type: none"> ● Create questions or statements that advance research and analysis ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language 	INQ 9-12.10 INQ 9-12.11 INQ 9-12.15	WHST.2 WHST.8 WHST.9 RH.1 RH.7 RH.9
<p>Source Analysis. <i>Analyze and interpret data, information and voice to develop an explanation and/or interpretation of an event, problem, or situation.</i></p>	<ul style="list-style-type: none"> ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions 	INQ 9-12.7 INQ 9-12.8 INQ 9-12.9 INQ 9-12.13 INQ 9-12.14	WHST.1 WHST.7 WHST.8 WHST.9 RH.1 RH.7 RH.9
<p>Summary. <i>Develops succinct explanation of what happened from <u>one</u> source.</i></p>	<ul style="list-style-type: none"> ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language 	INQ 9-12.11	WHST.2 WHST.8 WHST.9 RH.1 RH.7 RH.9
<p>Synthesis. <i>Develops a succinct explanation of an event, problem, situation or conflict based on deep knowledge of the subject.</i></p>	<ul style="list-style-type: none"> ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language 	INQ 9-12.2 INQ 9-12.3 INQ 9-12.4 INQ 9-12.9 INQ 9-12.11	WHST.2 WHST.8 WHST.9 RH.1 RH.7 RH.9
<p>Position Statement. <i>Develops and communicates an argument using supporting information and persuasive rhetoric.</i></p>	<ul style="list-style-type: none"> ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language ● Apply social studies concepts and content to make connections to a given situation, problem, or challenge 	INQ 9-12.10	WHST.1 WHST.8 WHST.9 RH.1 RH.7 RH.8 RH.9



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Illustrations. <i>Describes events, patterns, and/or point of view through the creation of a map, model, and or display.</i>	<ul style="list-style-type: none"> ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language 	INQ 9-12.11 INQ 9-12.12	RH.1 RH.7 RH.9 SL.4 SL.5
Simulations. <i>Immerses themselves into historical or hypothetical problems to deepen understanding and/or make decisions.</i>	<ul style="list-style-type: none"> ● Create questions or statements that advance research and analysis ● Use textual evidence to form generalizations, make predictions, and/or draw conclusions ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language ● Apply social studies concepts and content to make connections to a given situation, problem, or challenge 	INQ 9-12.1	RH.1 WHST.2 WHST.7 WHST.8 SL.4 SL.5
Action Project. <i>Develops and/or participates in service project that entails investment of time, expertise, and collaboration.</i>	<ul style="list-style-type: none"> ● Communicate information and ideas based on purpose, task, and intended audience using appropriate language ● Apply social studies concepts and content to make connections to a given situation, problem, or challenge ● Actively engage in a problem or idea that is meaningful to self and society 	INQ 9-12.16 INQ 9-12.17	SL.1 SL.2 SL.4 SL.5

NOTE 1: *Primary indicates that these goals and standards should be included in the unit template. There may be additional goals and standards to be considered based on the topic and area of focus. Please revisit the S.S. document as well as the New CT State Frameworks.*

NOTE 2: *The only transfer goal that was not listed in the chart was -- Evaluate how individuals and groups influence or change society. While this is still important, it is not directly connected to the nature of any of the performance tasks listed above.*

NOTE 3: *We have a broad definition of text (e.g., speeches, film clips, lyrics, political cartoons, maps, editorial).*