

We the People: Project Citizen

Level 2

Steps of Project Citizen

aligned to

Six Elements of the Inquiry Arc

as found in the

Arizona History and Social Science Disciplinary Skills and Processes Anchor Standards

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Inquiry Arc – Level 2

Learning to investigate questions in the social studies disciplines results in a deeper understanding of content and a stronger connection to the material being studied. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Process Anchor Standards and appear at each grade level. Below is an alignment of each element to the Steps of the process in the **Project Citizen Program: Level 2**.

Inquiry Element 1: Developing Compelling Questions

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem of Problems for Your Class to Study*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem; Portfolio Group 4 – Developing an Action Plan)*

Inquiry Element 2: Constructing Supporting Questions

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- *Project Citizen – Chapter 3: The Project Citizen Process - Step 1: Identifying Problems to Be Dealt with by Public Policy*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 2: Selecting a Problem for Class Study*
- *Project Citizen – Chapter 3: The Project Citizen Process – Step 3: Gathering Information on the Problem You Will Study*
- *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 1 – Explaining the Problem; Portfolio Group 2 – Examining Alternative Policies to Deal with the Problem; Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem; Portfolio Group 4 – Developing an Action Plan)*

Inquiry Element 3: Gathering and Evaluating Sources

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

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Inquiry Element 4: Developing Claims

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

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- *Project Citizen – Chapter 3: The Project Citizen Process - Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 1 – Explaining the Problem; Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem; Portfolio Group 4 – Developing an Action Plan)*

Inquiry Element 5: Communicating Conclusions

Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.

- *Project Citizen – Chapter 3: The Project Citizen Process – Step 2: Selecting a Problem of Problems for Your Class to Study*

- *Project Citizen – Chapter 3: The Project Citizen Process – Step 4: Developing a Portfolio to Present Your Research (Portfolio Group 1 – Explaining the Problem; Portfolio Group 2 – Examining Alternative Policies to Deal with the Problem; Portfolio Group 3 – Proposing a Public Policy to Deal with the Problem; Portfolio Group 4 – Developing an Action Plan)*
- *Project Citizen – Chapter 3: The Project Citizen Process – Step 5: Presenting Your Portfolio in a Simulated Public Hearing*
- *Project Citizen – Chapter 3: The Project Citizen Process – Step 6: Reflecting on Your Experience*

Inquiry Element 6: Taking Informed Action

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

- *Project Citizen – Chapter 3: The Project Citizen Process – Steps 1 through 6*

All steps in Project Citizen process lead to students taking informed action to better their communities. This inquiry element summarizes the purpose of Project Citizen.