7th Grade Social Studies

Prioritized Standards and Instructional Units
2022-2023

Grade 7: Growth and Expansion of Civilization
Specific Overview

Grade 7: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Seventh graders continue to work toward this goal by examining how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Seventh graders will compare political institutions and their impacts on people in empires. Students will compare how different economic systems choose to allocate the production, distribution and consumption of resources. Students will examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration. Students will evaluate the political, geographic, economic and social impact of the expansion of empires during this period. Grounding students' understanding of large empires in examples from across the entire globe, students will see how the accomplishments, developments, conflicts, migrations and interactions of the early modern world establish the foundations of modern society.

Key Vocabulary

May include, but is not limited to: Afro-Eurasia, empire, global interconnectedness, global market, Indian Ocean Maritime System, Mesoamerica, migration, conquest, Renaissance, Scientific Revolution, Silk Roads

Looking Back, Looking Ahead: Connections to Grade 6 and 8

In grade 6, students investigate the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE-600 CE. In grade 7, students will examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate how conflict and compromise impacted the founding and development of the United States from 1600-1877.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 7. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Prioritized Standards for 22-23

Unit 1: Medieval Europe	Unit 2: Islam During Medieval Time	Unit 3: Kingdoms of West Africa	Unit 4: China	Unit 5: Japan	Unit 6: Europe's Renaissance and Reformation	Unit 7: Meso-America	Unit 8: Europe Enters the Modern Age
7 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	6 Weeks	4 Weeks	6 Weeks
7.I.Q.2 7.I.UE.1 7.I.CC.3	7.I.Q.2 7.I.UE.1 7.I.CC.3	7.I.Q.1 7.I.UE.1 7.I.CC.2	7.I.Q.2 7.I.UE.3 7.I.CC.1	7.I.Q.3 7.I.UE.3 7.I.CC.3	7.I.Q.1 7.I.UE.1 7.I.CC.2	7.I.Q.2 7.I.UE.3 7.I.CC.4	7.I.Q.1 7.I.UE.1 7.I.CC.4

Unit 1: Medieval Europe

Length: 7 Weeks	**Compelling Question:** ● Why do we need government?
	Supporting Questions: ● What role should a government play in the lives of its citizens? ● What role should citizens play in the government? ● What role does religion play in government? ● What was the purpose of feudalism? ● How does feudalism structure different roles in a society? ● How does the threat of invaders influence the establishment of societies? ● Who has more power- Popes or Kings? Why? ● How did The Crusades lead to the rise of trade? ● What should religion impact political developments?

Standards	Priority or Supporting
Questioning: **7.I.Q.1** Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.	Supporting
7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	**Priority**
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
7.C.CP.1 Compare political institutions and their impacts on people in empires between 600- 1600.	Supporting

Standard	Designation
7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	Supporting
7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	Supporting
7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.	Supporting
7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	Supporting
7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	**Priority** **7.G.GR.2**
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Supporting

7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.	Supporting
7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.	**Priority**
7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines	Supporting

Unit 2: Islam During Medieval Time

Length: 3 Weeks	**Compelling Question:** ● How does religion define a society?
	Supporting Questions: ● How did trade, religion, and innovation shape society in cultures? ● How did Islam grow so rapidly in its scope and power? ● How do religious beliefs spread? ● Where did Islam expand globally? ● How did the early Islamic empire expand? ● How did trade help the spread of Islam? ● What important innovations and adaptations did Muslims make? ● How did Islam influence the development and expansion of other empires? ● What influence did Islam have on African civilizations?

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7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	Supporting
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
7.E.IC.1 Analyze how economic choices were made based on scarcity.	Supporting
7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of	Supporting

Afro-Eurasia and the Americas between 600-1600.	
7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources	Supporting
7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600	Supporting
7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	**Priority**
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Supporting
7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.	**Priority**
7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
7.I.CC.5	Supporting

Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.	

Unit 3: Kingdoms of West Africa

Length: 3 Weeks	**Compelling Question:** ● How can trade define a civilization?
	Supporting Questions: ● How did geography and trade influence the development of empires? ● How does a civilization's natural resources affect its trade and commerce? ● How did trade influence the politics and culture of African Empires? ● What defined the West African kingdoms of Ghana, Mali, and Songhai? ● How did the physical environment impact trade and technological developments in West Africa? ● How did trans-Saharan trade in gold and salt lead to West African wealth and success? ● How does supply and demand disrupt local economies? ● How did trade create and spread West African culture? ● What caused the decline of West African empires?

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7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	**Priority**
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.	Supporting
7.E.MI.1 Analyze the role of consumers and producers in product markets.	Supporting

7.E.MI.2 Analyze the relationship between supply and demand.	Supporting
7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.	Supporting
7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.	Supporting
7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	**Priority**
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Supporting
7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.	**Priority**
7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth	Supporting

and expansion of civilizations.	
7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.	Supporting

Unit 4: China

Length: 3 Weeks	**Compelling Question:** ● How can civilizations tell us about the past and present?
	Supporting Questions: ● How did developments in China shape the entire medieval world? ● How does China's history explain China's dominance in Asia? ● How did the Indian Ocean trade contribute to the rise of China? ● How did the Confucian civil service exam impact Chinese society during the Tang and Song dynasties? ● How did the Tang and Song Dynasties rule their people? ● How did Buddhism challenge Confucianism to promote a stable and balanced society? ● What technological advancements and innovation took place in the Tang and Song Dynasties? ● What standards of beauty were applied to art, architecture, and women during the Tang and Song Dynasties? ● How does the fall of the Tang and Song compare to previous dynasties? ● Should We Celebrate the Voyages of Zheng He?

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Questioning: **7.I.Q.1** Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.	Supporting
7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	**Priority**
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	Supporting

7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.	Supporting
7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.	Supporting
7.E.MI.1 Analyze the role of consumers and producers in product markets.	Supporting
7.E.MI.2 Analyze the relationship between supply and demand.	Supporting
7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.	Supporting
7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.	Supporting
7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.	Supporting
7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the	**Priority**

sources to guide the selection to answer compelling and supporting questions.	
Communicating Conclusions: **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	**Priority**
7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.	Supporting
7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.	Supporting
7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.	Supporting

Unit 5: Japan

Length: 3 Weeks	**Compelling Question:** ● How do civilizations influence each other?
	Supporting Questions: ● How did geographic isolation and cultural diffusion shape society in East Asian kingdoms? ● What effects did power and social class have on Japanese feudal society? ● How did the Japanese adapt Chinese culture to their own needs? ● How did a feudal society develop in Japan? ● How did centralized feudalism change Japan? ● Why did Japan isolate itself from the world during the 1600's? ● What were the characteristics and causes of Japanese feudalism? ● What was the role of the Samurai in Medieval Japan? ● What traditions were important to the Japanese? ● What were the implications of geography, religion and feudalism on the development of Japanese culture in the middle ages? ● What key beliefs and values emerged in Japan and how did they influence society? ● How did society in Japan change from the end of the ancient period to the beginning of the modern age? ● What were the causes and effects of contact between Japan and other societies in this period? ● Which significant Japanese people, groups and ideas from this period have influenced the world today?

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7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	**Priority**

7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	Supporting
7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.	Supporting
7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	**Priority**
Communicating Conclusions: **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Supporting
7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.	Supporting
7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.	**Priority**

7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines	Supporting

Unit 6: Europe's Renaissance & Reformation

Length 6 Weeks	**Compelling Question:** ● What causes change for a civilization?
	Supporting Questions: ● Who was the most influential renaissance figure? ● How did religion impact political developments? ● How were citizen's views on the government changing? ● What role should religion play in government? ● How did the Renaissance impact Europe and the world? ● How did the split in the church cause change in the government? ● How did the Renaissance cause changes in European thought? ● How did art and literature challenge and reinforce traditional thinking? ● How did new technologies change European society? ○ How did the printing press allow for greater access to knowledge in Europe? ● Why did Luther challenge the Catholic Church? ● How did the Protestant Reformation change Christianity? ● How did the Scientific Revolution challenge church authority? ● Was Galileo really a heretic?

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7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	Supporting
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
7.E.ST.4	Supporting

Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.	
7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	Supporting
7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.	Supporting
7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600	Supporting
7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	**Priority**
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **7.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Supporting
7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.	**Priority**

7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.	Supporting
7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines	Supporting

Unit 7: Meso-America

Length: 4 Weeks	**Compelling Question:** ● What are the motivations for exploration?
	Supporting Questions: ● What are the important contributions of the PreColumbian civilizations of the Mayans, Aztecs, and Incas? ● How did explorations impact native peoples? ● How did ancient societies develop in the Americas? ● How did physical geography shape the early societies of the Americas? ● What role should religion play in government? ● How did the Inca Empire maintain power across such a challenging geographic location? ● How did Europe impact the Pre-Columbian Civilizations? ● In what ways were civilizations in early Mesoamerica and South America complex? ● How were civilizations in early Mesoamerica and South America influenced by previous cultures?

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7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.	**Priority**
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	Supporting
7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the	Supporting

Americas between 600-1600 influenced the division and control of land and resources	
7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600- 1600 impacted the environment in a variety of ways.	Supporting
7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	Supporting
7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.	Supporting
7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
7.I.UE.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	Supporting
7.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	**Priority**
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7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	**Priority**
7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.	Supporting

Unit 8: Europe Enters Modern Age

Length 6 Weeks	**Compelling Questions:** ● Does development mean progress?
	Supporting Questions: ● What enabled European exploration? ● How did the Columbian exchange impact Europe, the Americas, and Africa? ● Was it the age of exploration or exploitation? ● What impact did Triangular Trade have on Africa? ● How did European colonizers profit from labor systems in the Americas? ● What drove the Sugar Trade? ● How did the silver trade create a global system? ● How did European exploration in the Atlantic trade compare to the Indian Ocean trade? ● What were the ideas of the Enlightenment? ● How did ideas from the Enlightenment challenge traditional views? ● How did developments in religion, philosophy, and science shape the Western world? ● How did the Scientific Revolution change the way people understood the world? ● How do inventions and innovations make civilizations complex?

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7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting

7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	Supporting
7.E.MI.1 Analyze the role of consumers and producers in product markets.	Supporting
7.E.MI.2 Analyze the relationship between supply and demand.	Supporting
7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.	Supporting
7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.	Supporting
7.E.ST.3 Categorize the four factors of production and how they are combined to make goods and deliver services.	Supporting
7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration	Supporting
7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.	Supporting
7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	Supporting
7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.	Supporting
Using Evidence: **7.I.UE.1** Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting

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