

Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions	Student can write questions, gather information, and share what they have learned.	Student can use inquiry processes and skills to choose questions, gather and organize ideas; and recite findings and decisions	Student can use inquiry processes and skills to create questions, gather and interpret ideas; and discuss findings and decisions	Student can use inquiry processes and skills to develop questions, gather and analyze ideas; and communicate findings and decisions	Student can use inquiry processes and skills to build persuasive questions, gather and validate ideas; and debate findings and decisions
Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)	Student can name or recognize people, places, events, or developments in different times and places	Student can list or describe important people, places, events, or developments at particular times and places	Student can categorize or order important people, places, events, or developments at particular times and places using evidence to understand its historical significance	Student can compare important people, places, events, or developments at particular times and places using evidence to explain why they are historically significant	Student can assess important people, places, events, or developments at particular times and places using criteria based on evidence to understand its historical significance
Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)	Student can identify different points of view from different sources and data	Student can recognize different points of view from different sources and discuss why the source or data is reliable or adequate	Student can compare and contrast different points of view from different sources and data and explain why the source is reliable or adequate	Student can interpret different points of view from different sources and data and prioritize sources based on reliability, adequacy, and perspective	Student can evaluate different points of view from different sources and defend the value of sources and data based on reliability, adequacy, and perspective
Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)	Student can show that different groups of people had different experiences in particular times and places	Student can describe how different cultural groups of people changed or stayed the same during particular times and places	Student can summarize how different cultural groups of people changed or stayed the same during particular times and places	Student can analyze how different cultural groups of people changed or stayed the same during particular times and places	Student can determine or argue how relationships between different cultural groups impacted each other in particular times and places
Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)	Student can match what caused important decisions, actions, developments or events, to their results	Student can relate how underlying conditions and actions are linked to events, decisions, or developments	Student can outline how underlying conditions and actions are linked to events, decisions, or developments and give examples multiple consequences	Student can prioritize how underlying conditions and actions are linked to events, decisions, or developments and their relationship to multiple consequences	Student can prove how underlying conditions and actions are linked to events, decisions, or developments and judge whether they contributed to multiple consequences
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	Student can tell that different people have different attitudes and perspectives, and that these can change	Student can identify more than one perspective on past or present people, places, issues or events	Student can describe more than one perspective on past or present people, places, issues or events, relating them to prevailing norms, values, worldviews and beliefs	Student can distinguish between more than one perspective on past or present people, places, issues or events and establish connections to prevailing norms, values, worldviews and beliefs	Student can give opinions on more than one perspective on past or present people, places, issues or events measuring bias in prevailing norms, values, worldviews and beliefs
Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)	Student can share an opinion about actions in the past	Student can discuss their ethical judgements about actions in the past or present	Student can apply their ethical judgements about actions in the past or present	Student can asses their ethical judgements about actions in the past or present and respond appropriately	Student can debate their ethical judgements about actions in the past or present and respond appropriately