

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 communicate findings and decisions (Social Studies Inquiry Process)	Student can <b>write</b> questions, gather information, and <b>share</b> what they have learned.	Student can use inquiry processes and skills to <b>choose</b> questions, gather and <b>organize</b> ideas; and <b>recite</b> findings and decisions	Student can use inquiry processes and skills to <b>create</b> questions, gather and <b>interpret</b> ideas; and <b>discuss</b> findings and decisions	Student can use inquiry processes and skills to <b>develop</b> questions, gather and <b>analyze</b> ideas; and <b>communicate</b> findings and decisions	Student can use inquiry processes and skills to <b>build persuasive</b> questions, gather and <b>validate</b> ideas; and <b>debate</b> findings and decisions
Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)	Student can <b>name or recognize</b> people, places, events, or developments in different times and places	Student can <b>list or describe</b> important people, places, events, or developments at particular times and places	Student can <b>categorize or order</b> important people, places, events, or developments at particular times and places using <b>evidence</b> to understand its historical significance	Student can <b>compare</b> important people, places, events, or developments at particular times and places using <b>evidence to explain why</b> they are historically significant	Student can <b>assess</b> important people, places, events, or developments at particular times and places using <b>criteria based on evidence</b> to understand its historical significance
Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)	Student can <b>identify</b> different points of view from different sources	Student can <b>recognize</b> different points of view from different sources and <b>discuss</b> why the source is reliable or adequate	Student can <b>compare and contrast</b> different points of view from different sources and <b>explain why</b> the source is reliable or adequate	Student can <b>interpret</b> different points of view from different sources and <b>prioritize</b> sources based on reliability, adequacy, and perspective	Student can <b>evaluate</b> different points of view from different sources and <b>defend</b> the value of sources based on reliability, adequacy, and perspective
Compare and contrast continuities and changes for different groups at the same time period (continuity and change)	Student can <b>show</b> that different groups of people had different experiences in the same time period	Student can <b>describe</b> how different cultural groups of people changed or stayed the same during the same time period	Student can <b>summarize</b> how different cultural groups of people changed or stayed the same during the same time period	Student can <b>analyze</b> how different cultural groups of people changed or stayed the same during the same time period	Student can <b>determine or argue</b> how relationships between different cultural groups impacted each other in the same time period
Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)	Student can <b>match</b> what caused important decisions, actions, or events, to their results	Student can <b>relate</b> how prevailing conditions and actions are linked to events, decisions, or developments	Student can <b>outline</b> how prevailing conditions and actions are linked to events, decisions, or developments	Student can <b>prioritize</b> how prevailing conditions and actions are linked to events, decisions, or developments	Student can <b>create a model</b> showing how prevailing conditions and actions are linked to events, decisions, or developments
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 <b>tell</b> that different people have different attitudes and perspectives, and that these can change	Student can <b>identify</b> more than one perspective on past or present people, places, issues or events	Student can <b>describe</b> more than one perspective on past or present people, places, issues or events, <b>relating</b> them to prevailing norms, values, worldviews and beliefs	Student can <b>distinguish between</b> more than one perspective on past or present people, places, issues or events and <b>establish connections</b> to prevailing norms, values, worldviews and beliefs	Student can <b>give opinions on</b> more than one perspective on past or present people, places, issues or events <b>measuring bias</b> in prevailing norms, values, worldviews and beliefs
Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)	Student can <b>observe</b> that sources can reflect opinions	Student can <b>define</b> what ethical judgements are	Student can <b>locate</b> ethical judgements (bias) in sources	Student can <b>interpret</b> ethical judgements (bias) in sources	Student can <b>justify</b> ethical judgements (bias) in sources
Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)	Student can <b>share an opinion</b> about actions in the past	Student can <b>discuss</b> their ethical judgements about actions in the past or present	Student can <b>apply</b> their ethical judgements about actions in the past or present	Student can <b>asses</b> their ethical judgements about actions in the past or present and respond appropriately	Student can <b>debate</b> their ethical judgements about actions in the past or present and respond appropriately