

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 legal concepts, issues, and procedures; and communicate findings and decisions	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>create</b> questions, gather ideas; and <b>discuss</b> findings and decisions	Student can use inquiry processes and skills to <b>develop</b> questions, gather and interpret ideas; and <b>communicate</b> findings and decisions	Student can use inquiry processes and skills to <b>modify and eliminate</b> questions, gather and <b>analyze</b> ideas; and <b>summarize</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 and compare the significance and impact of legal systems or codes (significance)	Student can <b>choose</b> a significant impact of a legal system or code	Student can <b>identify</b> significant aspects of legal systems or codes	Student can <b>give examples</b> and <b>describe</b> significant aspects of legal systems and codes	Student can draw <b>correlations</b> between significant legal systems and codes <b>organized</b> by common important characteristics	Student can <b>evaluate</b> the significance and impact of legal systems based on a <b>criteria valuing</b> important characteristics
Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)	Student can <b>select</b> different pieces of legal evidence from a group of choices	Student can <b>compare</b> a variety of interpretations of legal perspectives after considering points of contention or reliability or adequacy of evidence	Student can <b>summarize</b> a variety of interpretations of legal perspectives after considering points of contention or reliability or adequacy of evidence	Student can <b>consider</b> a variety of interpretations of legal perspectives after considering points of contention, reliability, and adequacy of evidence	Student can <b>appraise</b> a variety of interpretations of legal perspectives and <b>measure</b> the value of different points of contention, reliability of sources and adequacy of evidence
Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)	Student <b>recognizes</b> that legal systems and codes can change in different places and times	Student can <b>recognize</b> variations and distributions of legal systems and codes across time and space	Student can <b>show</b> variations and distributions of legal systems and codes across time and space	Student can <b>investigate</b> variations and distributions of legal codes and systems across time and space	Student can <b>predict</b> variations and distributions of legal systems and codes across time and space based on trends
Assess the development and impact of legal systems or codes (cause and consequence)	Student can <b>state how</b> legal systems and codes impact society	Student can <b>relate how</b> legal systems and codes influence human practices and outcomes	Student can <b>link particular</b> legal systems and codes to <b>specific</b> influences on human practices and outcomes	Student can <b>interpret how</b> legal systems and codes influence human practices and outcomes	Student can <b>give multiple reasons why</b> legal systems and codes influence human practices and outcomes
Explain and infer multiple perspectives on legal systems or codes (perspective)	Student can <b>identify</b> an important perspective on a legal system	Student can <b>give examples</b> of important perspectives that are worthy of attention about legal systems or codes	Student can <b>connect</b> important perspectives of legal systems and codes to <b>illustrate why</b> they are worthy of attention or recognition	Student can <b>classify</b> important perspectives of legal systems or aspects to <b>examine why</b> those systems are worthy of attention or recognition	Student can <b>appraise</b> important legal perspectives to <b>judge why</b> they are worthy of attention or recognition
Make reasoned ethical judgments about legal systems or codes (ethical judgment)	Student can <b>discuss</b> controversial legal systems or codes in the past or present and what we should do about them.	Student can <b>recall</b> ethical judgements made about legal systems or codes in the past or present and <b>state</b> whether we have a responsibility to respond	Student can <b>summarize</b> ethical judgements made about legal systems and codes in the past or present and <b>explain</b> whether we have a responsibility to respond	Student can <b>compare</b> ethical judgements made about legal systems in the past or present and <b>establish</b> whether we have a responsibility to respond	Student can <b>create</b> ethical judgements made about legal systems or codes in the past or present and <b>defend</b> whether we have a responsibility to respond
Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)	Student can <b>discuss</b> controversial decisions, legislation and policy in the past or present and what we should do about them.	Student can <b>recall</b> ethical judgements made about controversial decisions, legislation, or policy and <b>state</b> whether we have a responsibility to respond	Student can <b>summarize</b> ethical judgements made about controversial decisions, legislation, or policy in the past or present and <b>explain</b> whether we have a responsibility to respond	Student can <b>compare</b> ethical judgements made about controversial decisions, legislation, or policy in the past or present and <b>establish</b> whether we have a responsibility to respond	Student can <b>create</b> ethical judgements made about controversial decisions, legislation, or policy in the past or present and <b>defend</b> whether we have a responsibility to respond