

Curricular Competency	Access Point	Emerging (Initial)	Developing (Partial)	Proficient (Complete)	Extending (Sophisticated)
Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; 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 create questions, gather ideas; and discuss findings and decisions	Student can use inquiry processes and skills to develop questions, gather and interpret ideas; and communicate findings and decisions	Student can use inquiry processes and skills to modify and eliminate questions, gather and analyze ideas; and summarize 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 places by identifying the physical and/or human features that characterize them (sense of place)	Student can choose a significant place and recall physical and/or human features about that place	Student can identify significant places based on their physical and/or human characteristics	Student can give examples of significant places and describe places based on their physical and/or human characteristics	Student can draw correlations between significant places organized by common important physical and/or human characteristics	Student can evaluate the significance of places based on a criteria valuing important physical and/or human characteristics
Assess a variety of interpretations of geographic evidence after investigating different perspectives, reliability of sources, and adequacy of evidence (evidence and interpretation)	Student can select different pieces of geographic evidence from a group of choices	Student can compare a variety of interpretations of geographic evidence after considering perspectives or reliability or adequacy of evidence	Student can summarize a variety of interpretations of geographic evidence after considering perspectives and/or reliability and/or adequacy of evidence	Student can consider a variety of interpretations of geographic evidence after considering perspectives, reliability, and adequacy of evidence	Student can appraise a variety of interpretations of geographic evidence and measure the value of different perspectives, reliability of sources and adequacy of evidence
Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)	Student recognizes that geographic phenomena can change in different places and times	Student can recognize variations and distributions of geographic phenomena across time and space	Student can show variations and distributions of geographic phenomena across time and space	Student can investigate variations and distributions of geographic phenomena across time and space	Student can predict variations and distributions of geographic phenomena across time and space based on trends
Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)	Student can state how things happening in the world are related to what humans do	Student can relate how geographic actions influence human practices and outcomes	Student can link particular geographic actions to specific influence human practices and outcomes	Student can interpret how geographic actions influence human practices and outcomes	Student can give multiple reasons why geographic actions influence human practices and outcomes
Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance)	Student can identify important geographic features from around the world	Student can give examples of important geographic features or aspects of geographic phenomena or locations that are worthy of attention	Student can connect important geographic features or aspects to illustrate why geographic phenomena or locations are worthy of attention or recognition	Student can classify important geographic features or aspects to examine why geographic phenomena or locations are worthy of attention or recognition	Student can appraise important geographic features or aspects to judge why geographic phenomena or locations are worthy of attention or recognition
Identify and assess how human and environmental factors and events influence each other (interactions and associations)	Student can match human and environmental factors that affect each other	Student can show that human factors or events can influence environmental factors or environmental factors can influence human factors	Student can compare and contrast how human and environmental factors influence each other	Student can apply how human and environmental factors influence each other.	Student can justify how human and environmental factors influence each other
Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)	Student can discuss controversial actions in the past or present and what we should do about them.	Student can recall ethical judgements made about controversial actions in the past or present and state whether we have a responsibility to respond	Student can summarize ethical judgements made about controversial actions in the past or present and explain whether we have a responsibility to respond	Student can compare ethical judgements made about controversial actions in the past or present and establish whether we have a responsibility to respond	Student can create ethical judgements made about controversial actions in the past or present and defend whether we have a responsibility to respond