

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	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, phenomena, ideas, or developments (significance)	<b>Recognize</b> the significance of people, events, phenomena, ideas, or developments	<b>Identify</b> the significance of people, events, phenomena, ideas, or developments	<b>Breakdown and analyze</b> the significance of people, events, phenomena, ideas, or developments	<b>Elaborate</b> further upon the significance of people, events, phenomena, ideas, or developments	<b>Defend</b> an opinion regarding the significance of people, events, phenomena, ideas, or developments
Assess the credibility and justifiability of evidence, data, and interpretations (evidence)	Student can <b>label</b> different points of view and interpretations from different sources and data	Student can <b>estimate</b> credibility and <b>outline</b> justifiability from different sources, evidence, data and interpretations	Student can <b>prioritize</b> credibility and justifiability from different sources, evidence, data and interpretations	Student can <b>discuss</b> credibility and justifiability from different sources, evidence, data and interpretations	Student can <b>justify</b> credibility and justifiability from different sources, evidence, data and interpretations
Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)	Students can <b>select</b> continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments	Students can <b>observe</b> where continuities and changes, trends and patterns, or similarities and differences occur for different people, places, events, phenomena, ideas, or developments	Students can <b>rank</b> the continuities and changes, trends and patterns, or similarities and differences for people, places, events, phenomena, ideas, or developments	Students can <b>determine a relationship between</b> the continuities and changes, trends and patterns, or similarities and differences for people, places, events, phenomena, ideas, or developments	Students can <b>argue the importance</b> of the continuities and changes, trends and patterns, or similarities and differences for people, places, events, phenomena, ideas, or developments
Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)	Student can <b>match</b> what caused important decisions, actions, developments or events, to their expected or unexpected consequences	Student can <b>rephrase</b> the short and long-term causes of important decisions, actions, developments or events, to their expected or unexpected consequences	Student can <b>summarize</b> the short and long-term causes of important decisions, actions, developments or events, to their expected or unexpected consequences	Student can <b>speculate</b> alternate short and long-term causes of important decisions, actions, developments or events, to their expected or unexpected consequences	Student can <b>support</b> their <b>speculation</b> of alternate short and long-term causes of important decisions, actions, developments or events, and their expected or unexpected consequences
Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)	Student can <b>tell</b> that different people have different attitudes and perspectives, and that these can change	Student can <b>indicate</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	Student can <b>distinguish between</b> more than one perspective on past or present people, places, issues or events	Student can <b>give opinions</b> on more than one perspective on past or present people, places, issues or events <b>measuring bias</b> in and among said events, issues or past and present peoples
Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)	Student can <b>share an opinion</b> about actions in the past	Student can <b>express</b> their ethical judgements about actions in the past or present about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond	Student can <b>apply</b> their ethical judgements about actions in the past or present about people, places, events, phenomena, ideas, or developments and <b>formulate</b> an appropriate way to respond	Student can <b>assess</b> their ethical judgements about actions in the past or present about people, places, events, phenomena, ideas, or developments and <b>model</b> an appropriate way to respond	Student can <b>debate</b> their ethical judgements about actions in the past or present about people, places, events, phenomena, ideas, or developments and can <b>validate</b> an appropriate way to respond