

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 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 and compare the significance and impact of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present. (significance)	Student can choose a significant impact of a social justice issues	Student can identify significant aspects of social justices issues	Student can give examples and describe significant aspects of social justice issues	Student can rank important people, places, or developments connected to a social injustice	Student can evaluate the significance and impact of social injustices or actions to correct them based on criteria valuing important characteristics
Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)	Student can select different pieces of evidence from a group of choices	Student can compare a variety of interpretations of a social justice issue after considering points of contention or reliability or adequacy of evidence	Student can summarize a variety of interpretations of a social justice issue after considering points of contention or reliability or adequacy of evidence	Student can consider a variety of interpretations of social justice issues after considering points of contention, reliability, and adequacy of evidence	Student can appraise a variety of interpretations of social justice issues and measure the value of different points of contention, reliability of sources and adequacy of evidence
Compare and contrast continuities and changes for different groups and individuals at different times and places (continuity and change)	Student recognizes that social justice issues can change in different places and times	Student can recognize variations and distributions of social justice issues across time and space	Student can show variations and distributions of social justice issues across time and space	Student can investigate variations and distributions of social justice issues across time and space	Student can analyze variations and distributions of social justice issues across time and space based on trends
Determine and assess the long- and short-term consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence)	Student can state how various factors impact social justice issues	Student can relate how various factors influence social justice issues	Student can link particular factors and/or systems to specific social justice issues/outcomes	Student can interpret how various factors impact social justice issues/outcomes.	Student can identify and evaluate the most important causes (factors) or consequences of social justice issues
Explain and infer perspectives on past and present people, places, issues and events, and distinguish between worldviews of the past or present(perspective)	Student can identify an important perspective on a social justice issue	Student can give examples of important perspectives that are worthy of attention about social justice issues	Student can connect important perspectives on social justice issues to illustrate why they are worthy of attention or recognition	Student can classify important perspectives on social justice issues to examine why those systems are worthy of attention or recognition	Student can appraise important perspectives on social justice issues to judge why they are worthy of attention or recognition
Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)	Student can discuss controversial actions in the past or present and what we should do about them.	Student can recall ethical judgements made about social justice issues in the past or present and state whether we have a responsibility to respond	Student can summarize ethical judgements made about social justice issues in the past or present and explain whether we have a responsibility to respond	Student can compare ethical judgements made about social justice issues in the past or present and establish whether we have a responsibility to respond	Student can create ethical judgements about social justice issues in the past or present and defend whether we have a responsibility to respond

