



INVESTIGATE THE WORLD

What is the evidence that students can situate and analyze social questions beyond their immediate environment and time?

- HIST9-10.INV1.QUSTN**
- I can pose a research question about a specific global community. This means that I can write a question about several issues that can be researched. It also means that my question will be about a people across the globe who share many social, economic, cultural, religious, political, or geographic characteristics.
- HIST9-10.INV2. EVDNC**
- I can respond to my question by selecting different kinds of evidence. This means that I can locate at least two sources of evidence (one primary and one secondary) about the global community. It also means that some sources will be drawn from beyond my immediate environment or time.
- HIST9-10.INV3.MEDIA**
- I can respond to my question by selecting evidence from multiple types of media. This means that my sources are from different media types (i.e. video, text, audio, and images). This also means that the evidence includes different perspectives.
 - I can organize my evidence. This means that I can group evidence with common characteristics.
- HIST9-10.INV4.CTATN**
- I can list my sources using an accepted document citation format. This means that I can use a commonly accepted format to list most of my sources consistently.
- HIST9-10.INV5.RFRNC**
- I can make numerous references to the places, times, and ideas of my sources. This means that I can mention many of the places, times, and ideas of the sources that I use when responding to my question.
- HIST9-10.INV6.CRDBL**
- I can effectively analyze my sources for credibility, bias, and subtext. This means that I can clearly identify elements of the sources that may not be trustworthy, unbiased, and/or free from any hidden agendas. It also means that if I doubt a particular source, I will check its credibility, bias, and subtext before using it as evidence.

RECOGNIZE PERSPECTIVES

What is the evidence that students use sources from historical and contemporary contexts to consider their own and other's perspectives?

- HIST9-10.PERS1.PRKNL**
- I can use background knowledge to support an argument. This means that I can use things I know from personal experience, reading, and/or my classes to support an argument. It also means that I need to appropriately support background knowledge and use it as clearly and accurately as I can when making my argument.
- HIST9-10.PERS2.IDEAS**
- I can apply new information to support an argument. This means that I can use new ideas or information from historical and contemporary sources to support an argument. It also means that I need to appropriately support new ideas and information and use it as clearly and accurately as I can when making my argument.
- HIST9-10.PERS3.ALTRN**
- I can identify cultural perspectives and alternative explanations from my sources. This means that I usually know when a cultural perspective or alternative explanation from my sources is significant in relation to other perspectives or explanations.
 - I can describe cultural perspectives and alternative explanations from my sources. This means that I can describe the perspectives or alternative explanations that I identified.
 - I can use cultural perspectives and alternative explanations from my sources to support my argument. This means that I can use the perspectives or alternative explanations I identified and described as clearly and with as much focus as I can to help support my argument.
- HIST9-10.PERS4.PERSP**
- I can compare relationships between and within background knowledge and perspectives. This means that I can determine relationships between what I already know and other people's perspectives that are significant to my argument.
 - I can use my comparison between background knowledge and other people's perspectives in my argument. This means that I can compare what I already know and what other people think as part of my argument. This also means I can use this evaluation as evidence to support my argument.

COMMUNICATE IDEAS

What is the evidence that the student advances and defends arguments that foster collaboration among diverse audiences?

- HIST9-10.COMM1.ARGUE**
- I can advance a clear argument that addresses a research question. This means that I can write a clear statement of my position on several aspects of my research question. It also means that my position is directly related to the global community I identified, and I have organized my information and insights into a structured line of reasoning in support of my argument.
- HIST9-10.COMM2.DFNSE**
- I can defend at some of the positions related to my argument with specific evidence. This means that I can use evidence to support my position relating to the global community I identified. It also means that the evidence I use is relevant, specific, and documented correctly.
 - I can compare the evidence I chose. This means that I can describe the similarities and differences between my sources as they connect to my argument.
- HIST9-10.COMM3.DFNSE**
- I can defend at least some of the positions related to my argument with evidence from multiple perspectives and media types. This means that I can compare the evidence I have located, identifying different perspectives in those sources, and use the various perspectives in support of my argument. It also means that my sources reflect at least two perspectives and types of media.
- HIST9-10.COMM4.CLAIM**
- I can discuss most claims of my argument by identifying existing partnerships between the specific global community and other related communities. This means that I can describe those partnerships in my own words.
- HIST9-10.COMM5.DRAFT**
- I can construct a final version through revisions. This means that I complete at least one draft of my work before writing the final version. It also means that I submit my work to at least one appropriate reviewer and revise based on their feedback, making my final version better.
 - I can describe my writing process. This means that I can describe and reflect on my thoughts regarding the writing assignment.

TAKE ACTION

What is the evidence that students compare and prioritize choices, and what are the implications for engaging in advocacy or action?

HIST9-10.ACT1.ACTN

- I can list possible choices for responsible action that relate to my argument. This means that I can think of several possible options to consider. It also means that the actions are related to the specific global community I identified.
- I can compare and prioritize choices for action that relate to my argument. This means that I can establish and present a method for comparing the actions that will allow me to know their value, level of effort, cost, and other significant factors, so I can evaluate which actions are realistic and responsible.

HIST9-10.ACT2.LIMIT

- I can identify some unanswered questions in my argument. This means that I can describe some questions that could guide additional research on this topic.
- I can respond with general questions to guide future research or action. This means that I can create additional general questions that when answered might strengthen my argument.

HIST9-10.ACT3.IMPLC

- I can consider the local and global implications of the proposed choices for action. This means that I can think about the local and global impact of at least two of my choices for acting and connect these directly to my argument. It also means that these actions are globally responsible and different from those in my research.

HIST9-10.ACT4.ACTN

- I can act based on my argument. This means that I act individually or collaboratively based on several choices of action that respond to the context of my argument.
- I can speak about my argument. This means that I can describe my argument and choices of action.