



### 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.** Poses a researchable question that raises a range of issues applied to a specific global community.
- **HIST9-10.INV2.EVDNC.** Responds to the question by selecting primary and secondary sources of evidence from beyond their immediate environment or time.
- **HIST9-10.INV3.MEDIA.** Uses the terms of the question to select, organize, and critically evaluate appropriate sources of evidence from multiple types of media.
- **HIST9-10.INV4.CTATN.** Cites most sources consistently, using a single and accepted format.
- **HIST9-10.INV5.RFRNC.** Makes numerous accurate references to the places, times, and ideas of the sources used in response to the question.
- **HIST9-10.INV6.CRDBL.** Demonstrates ability to effectively analyze the credibility, bias and subtext of sources used in response to the question.

### 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.** Applies prior knowledge clearly and accurately to support an argument.
- **HIST9-10.PERS2.IDEAS.** Applies new ideas or information from historical and contemporary sources clearly and accurately to support an argument.
- **HIST9-10.PERS3.ALTRN.** Applies significant alternative explanations arising from cultural perspectives found in the sources clearly and accurately to support an argument.
- **HIST9-10.PERS4.PERSP.** Compares relationships between and among multiple perspectives and uses the comparisons to support an argument.

### COMMUNICATE IDEAS

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

- **HIST9-10.COMM1.ARGUE.** Advances a clear argument that addresses issues central to the question and the specific community.
- **HIST9-10.COMM2.DFNSE.** Defends some claims of an argument by comparing specific data, quotations, or other information from the sources.
- **HIST9-10.COMM3.DFNSE.** Defends some claims of the argument by comparing specific sources from several perspectives and media types.
- **HIST9-10.COMM4.CLAIM.** Considers most argument claims that identify existing partnerships between a specific global community and other related communities.
- **HIST9-10.COMM5.DRAFT.** Creates a final version with multiple drafts, using feedback from the teacher and peers, and can describe the writing process or reflect on the writing experience.

## 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.** Proposes, compares, and prioritizes choices for responsible actions addressed to a specific global community.
- **HIST9-10.ACT2.LIMIT.** Identifies general unanswered questions stemming from some sources relevant to the argument, and responds with general questions to guide future research or action.
- **HIST9-10.ACT3.IMPLC.** Considers some local and global implications of innovative and responsible action with direct reference to the stated argument.
- **HIST9-10.ACT4.ACTN.** Acts or speaks individually or collaboratively on several possible choices in a way that is responsive to the contexts of the argument.