



INVESTIGATE THE WORLD

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

	Emerging	Developing	Proficient	Advanced
HIST11-12.INV1.QUSTN	Poses a researchable question regarding a single issue related to a specific global community.	Poses a researchable question that raises a range of issues applied to a specific global community.	Poses a researchable question that raises a range of issues applied to multiple global communities.	Poses and defends a researchable question that raises a range of issues applied to multiple global communities.
HIST11-12.INV2. EVDNC	Responds to the question by selecting primary and secondary sources to use as evidence from beyond their immediate environment or time.	Responds to the question by selecting primary and secondary sources of evidence from beyond their immediate environment or time.	Compares and applies the terms of the question to appropriate primary and secondary sources of evidence from beyond their immediate environment and time.	Analyzes, evaluates, and applies the terms of the question to appropriate primary and secondary sources of evidence from beyond their immediate environment and time.
HIST11-12.INV3.MEDIA	Responds to the question by selecting and critically evaluating sources of multi-dimensional evidence from multiple types of media.	Uses the terms of the question to select, organize, and critically evaluate appropriate sources of evidence from multiple types of media.	Selects, organizes, and critically evaluates appropriate sources of evidence from multiple types of media to redefine the terms of the question.	Selects, organizes and critically evaluates appropriate sources of evidence from multiple types of media to redefine the terms of the question and propose alternative interpretations.
HIST11-12.INV4.CTATN	Cites most sources consistently, using a single and accepted format.	Cites most sources consistently, using a single and accepted format.	Cites all sources consistently, using a single and accepted format.	Cites all sources of evidence consistently and accurately, using a single and accepted format.

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HIST11-12.INV5.RFRNC	Makes accurate reference to the places, times, and ideas of the sources used in response to the question.	Makes numerous accurate references to the places, times, and ideas of the sources used in response to the question.	Correctly and appropriately references the places, times, and ideas of the sources throughout the work.	Purposefully references and evaluates the appropriate places, times, and ideas of the sources throughout the work.
HIST11-12.INV6.CRDBL	Demonstrates ability to analyze the credibility, bias, and subtext of sources used in response to the question.	Demonstrates ability to effectively analyze the credibility, bias and subtext of sources used in response to the question.	Evaluates the credibility, bias, and subtext of sources used in response to the question.	Shows original thought and deep understanding in evaluating conflicting interpretations related to 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?

	Emerging	Developing	Proficient	Advanced
HIST11-12.PERS1.PRKNL	Applies prior knowledge to support an argument.	Applies prior knowledge clearly and accurately to support an argument.	Integrates prior knowledge throughout the work to make a convincing argument.	Integrates prior background knowledge in a nuanced way throughout the work to make a convincing argument.
HIST11-12.PERS2.IDEAS	Applies new ideas or information from historical and contemporary sources to support an argument.	Applies new ideas or information from historical and contemporary sources clearly and accurately to support an argument.	Integrates new ideas or information from historical and contemporary sources throughout work to make a convincing argument.	Integrates new ideas or information from historical and contemporary sources in a nuanced and skillful way throughout the work to make a convincing argument.
HIST11-12.PERS3.ALTRN	Applies alternative explanations arising from cultural perspectives found in the sources to support an argument.	Applies significant alternative explanations arising from cultural perspectives found in the sources clearly and accurately to support an argument.	Interprets significant alternative explanations arising from cultural perspectives found in the sources throughout work to make a convincing argument.	Integrates significant alternative explanations arising from cultural perspectives found in the sources in a nuanced and skillful way to make a convincing argument.
HIST11-12.PERS4.PERSP	Compares relationships between and among multiple perspectives and begins to use the comparisons to support an argument.	Compares relationships between and among multiple perspectives and uses the comparisons to support an argument.	Compares relationships between and among multiple perspectives and applies the comparisons clearly and accurately to support an argument.	Evaluates significant relationships between and among multiple perspectives and applies the evaluation clearly and accurately to support an argument.

COMMUNICATE IDEAS

How clearly and accurately does the student communicate and defend his/her mathematical thinking, approaches, representations, solution, and decisions?

	Emerging	Developing	Proficient	Advanced
HIST11-12.COMM1.ARGUE	Advances a clear argument that addresses most of the issues central to the question or the specific community.	Advances a clear argument that addresses issues central to the question and the specific community.	Advances a well-reasoned argument that addresses issues central to the question and the specific community.	Advances a well-reasoned argument that addresses issues and alternative possibilities central to the question and the specific community.
HIST11-12.COMM2.DFNSE	Defends some claims of the argument by citing specific and documented data, quotations, or other information from the sources.	Defends some claims of an argument by comparing specific data, quotations, or other information from the sources.	Defends the argument as a whole by comparing specific and documented data, quotations, or other information from the sources.	Consistently and clearly defends the argument as a whole by analyzing specific and documented data, quotations, or other information from the sources.
HIST11-12.COMM3.DFNSE	Defends some claims of the argument by identifying specific sources from several perspectives and media types.	Defends some claims of the argument by comparing specific sources from several perspectives and media types.	Consistently and clearly defends the argument as a whole by analyzing and integrating sources from several perspectives and media types.	Consistently and clearly defends an argument by interpreting evidence from several perspectives and media types.
HIST11-12.COMM4.CLAIM	Considers some argument claims that identify options for a specific global community by comparing options for other related communities.	Considers most argument claims that identify existing partnerships between a specific global community and other related communities.	Considers most argument claims that identify new partnerships between a specific global community and other related communities.	Considers all argument claims that identify new partnerships between a specific global community and other related communities.
HIST11-12.COMM5.DRAFT	Creates a final version with limited drafts using some feedback from the teacher and peers, as well as an annotated bibliography of sources that reflects an appropriate comprehension of the significance of each source.	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.	Develops multiple drafts, uses feedback from others, and produces at least one review or reflection of a peer's work.	Develops multiple drafts and collaborates with, or uses feedback from, multiple reviewers, and can discuss the writing process and reflect on the writing experience.

TAKE ACTION

How well does the student advocate for, engage in, and reflect on plausible and responsible actions that are supported by his/her mathematics?

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HIST11-12.ACT1.ACTN	Proposes and briefly compares choices for responsible actions addressed to general global conditions.	Proposes, compares, and prioritizes choices for responsible actions addressed to a specific global community.	Proposes and prioritizes choices for innovative and responsible actions addressed to a specific global community and advocates for action on the top priority.	Proposes and prioritizes choices for innovative and responsible actions, taking into account previous actions or partnerships in the context of the argument, and advocates for action on the top priority, with a reflective analysis of why it is the best choice for that community.
HIST11-12.ACT2.LIMIT	Identifies limitations or unanswered questions stemming from some sources.	Identifies general unanswered questions stemming from some sources relevant to the argument, and responds with general questions to guide future research or action.	Identifies specific unanswered questions stemming from some analysis of sources relevant to the argument, and responds with specific questions to guide future research or action.	Identifies and evaluates unanswered questions stemming from an analysis of sources or perspectives relevant to the argument, and responds with specific questions to guide future research or action.
HIST11-12.ACT3.IMPLC	Considers some local and global implications of responsible action with some reference to the stated argument.	Considers some local and global implications of innovative and responsible action with direct reference to the stated argument.	Considers important local and global implications of innovative and responsible action with direct reference to the stated argument.	Considers important local and global implications of proposed choices for innovative and responsible action, including previous actions in the context of the stated argument.
HIST11-12.ACT4.ACTN	Acts or speaks individually or collaboratively on one choice in a way that is responsive to the contexts of the argument.	Acts or speaks individually or collaboratively on several possible choices in a way that is responsive to the contexts of the argument.	Convincingly acts or speaks individually and collaboratively on several possible choices in a way that is responsive to the contexts of the argument.	Convincingly acts or speaks individually and collaboratively on several possible choices as part of a strategic action plan that is responsive to the contexts of the argument.