

**INVESTIGATE THE WORLD**

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

- HIST6-8.INV1.QUSTN**
- I can pose a research question about a specific global community. This means that I can write a question about an issue 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.
- HIST6-8.INV2.EVDNC**
- I can respond to my question by selecting evidence. This means that I can locate at least two secondary sources to use as evidence about the global community. It also means that some sources will be drawn from beyond my immediate environment or time.
- HIST6-8.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.
- HIST6-8.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 in a consistent way, with some insignificant inconsistencies.
- HIST6-8.INV5.RFRNC**
- I can make accurate reference to the places, times, and ideas of my sources. This means that I can mention at least some of the places, times, and ideas of the sources that I use when responding to my question.
- HIST6-8.INV6.CRDBL**
- I can analyze my sources for credibility, bias, and subtext. This means that I can identify some 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?

- HIST6-8.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.
- HIST6-8.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.
- HIST6-8.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 connects to my argument.
 - 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 to help support my argument.
- HIST6-8.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 some of this evaluation to support my argument.

COMMUNICATE IDEAS

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

- HIST6-8.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 at least one aspect 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.
- HIST6-8.COMM2.DFNSE**
- I can defend at least 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 the evidence I use is relevant, specific, and documented correctly.
- HIST6-8.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 identify the 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.
- HIST6-8.COMM4.CLAIM**
- I can discuss some claims of my argument by identifying at least two options for a specific global community by comparing options for other communities. This means that I can describe those options in my own words.
- HIST6-8.COMM5.DRAFT**
- I can construct a final version through revisions. This means 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 begin to describe my writing process. This means that I can describe some details about 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?

HIST6-8.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 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 start to think about which actions are realistic and responsible.

HIST6-8.ACT2.LIMIT

- I can identify some unanswered questions in my argument. This means that my research has brought up some questions that may be important.

HIST6-8.ACT3.IMPLC

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

HIST6-8.ACT4.ACTN

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