



## 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
<b>HIST6-8.INV1.QUSTN</b>	Identifies a question that may be difficult to research or to connect to a specific global community.	Identifies a question regarding a single issue related to a specific global community.	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.
<b>HIST6-8.INV2. EVDNC</b>	Responds to the question by selecting a single source from general references.	Responds to the question by selecting both primary and secondary sources to use as evidence.	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.
<b>HIST6-8.INV3.MEDIA</b>	Begins to respond to the question by selecting a single source of evidence from one type of media.	Responds to the question by selecting and critically evaluating sources of one-dimensional evidence from one type of 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.
<b>HIST6-8.INV4.CTATN</b>	Cites sources inconsistently, using a mix of different formats.	Cites most sources consistently, using a mix of different formats.	Cites most sources consistently, using a single and accepted format.	Cites most sources consistently, using a single and accepted format.

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<b>HIST6-8.INV5.RFRNC</b>	Makes occasional references to the places, times, and ideas of some sources, but demonstrates an inaccurate understanding of some of the sources.	Makes accurate reference to the places, times, and ideas of some of the sources used in response to the question.	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.
<b>HIST6-8.INV6.CRDBL</b>	Begins to consider the credibility, bias, and subtext of sources used in response to the question.	Demonstrates awareness of credibility, bias, and subtext of sources used in response to the question.	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.

## 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
<b>HIST6-8.PERS1.PRKNL</b>	Uses prior background knowledge as part of an opinion, but is not clear or focused in its use.	Uses prior knowledge in a general way to support an opinion.	Applies prior knowledge to support an argument.	Applies prior knowledge clearly and accurately to support an argument.
<b>HIST6-8.PERS2.IDEAS</b>	Identifies a new idea or information from historical and contemporary sources as part of an opinion, but is not clear or focused in its use.	Uses new ideas or information from historical and contemporary sources in a general way to support an opinion.	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.
<b>HIST6-8.PERS3.ALTRN</b>	Identifies an alternative explanation arising from cultural perspectives found in the sources as part of an opinion, but is not clear or focused in its use.	Uses alternative explanations arising from cultural perspectives found in the sources in a general way to support an opinion.	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.
<b>HIST6-8.PERS4.PERSP</b>	Identifies a single example of multiple perspectives, but needs to be clearer and more focused in their use.	Identifies a single example of multiple perspectives and uses this to support an opinion.	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.

## COMMUNICATE IDEAS

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

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<b>HIST6-8.COMM1.ARGUE</b>	Begins to support an opinion, but does not address all issues central to the question or the specific community.	Supports an opinion that addresses some of the issues central to the question or the specific community.	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.
<b>HIST6-8.COMM2.DFNSE</b>	Begins to support the opinion with general information or quotations from the sources.	Supports the opinion with partially-documented general information or quotations from the sources.	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.
<b>HIST6-8.COMM3.DFNSE</b>	Begins to defend the opinion using broad generalizations about perspectives within the sources and media types.	Defends the opinion with partially documented general information from a single media type and perspective.	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.
<b>HIST6-8.COMM4.CLAIM</b>	Considers only those opinion claims that identify options for a specific global community.	Considers some opinion claims by identifying a single option for a specific global community.	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.
<b>HIST6-8.COMM5.DRAFT</b>	Constructs a final version with drafts, but no feedback from others.	Creates a final version with at least one draft and limited feedback from the teacher.	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.

## 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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<b>HIST6-8.ACT1.ACTN</b>	Mentions a single choice for action, but may not address a general global condition.	Proposes a single choice for action addressed to general global conditions.	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.
<b>HIST6-8.ACT2.LIMIT</b>	Recognizes unanswered questions primarily as a result of gaps in research or argumentation.	Recognizes limitations or unanswered questions stemming from some sources.	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.
<b>HIST6-8.ACT3.IMPLC</b>	Mentions importance of responsible action, but without specific reference to a stated opinion.	Considers implications of responsible action with some reference to a stated opinion.	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.
<b>HIST6-8.ACT4.ACTN</b>	Acts or speaks individually on one choice in a way that is not always responsive to the contexts of the opinion.	Acts or speaks individually on one choice in a way that is responsive to the opinion.	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.