



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
HIST9-10.INV1.QUSTN	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.	Poses a researchable question that raises a range of issues applied to multiple global communities.
HIST9-10.INV2.EVDNC	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.	Compares and applies the terms of the question to appropriate primary and secondary sources of evidence from beyond their immediate environment and time.
HIST9-10.INV3.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.	Selects, organizes, and critically evaluates appropriate sources of evidence from multiple types of media to redefine the terms of the question.
HIST9-10.INV4.CTATN	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.	Cites all sources consistently, using a single and accepted format.

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HIST9-10.INV5.RFRNC	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.	Correctly and appropriately references the places, times, and ideas of the sources throughout the work.
HIST9-10.INV6.CRDBL	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.	Evaluates 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?

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HIST9-10.PERS1.PRKNL	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.	Integrates prior knowledge throughout the work to make a convincing argument.
HIST9-10.PERS2.IDEAS	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.	Integrates new ideas or information from historical and contemporary sources throughout work to make a convincing argument.
HIST9-10.PERS3.ALTRN	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.	Interprets significant alternative explanations arising from cultural perspectives found in the sources throughout work to make a convincing argument.
HIST9-10.PERS4.PERSP	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.	Compares relationships between and among multiple perspectives and applies the comparisons clearly and accurately to support an argument.

COMMUNICATE IDEAS

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

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HIST9-10.COMM1.ARGUE	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.	Advances a well-reasoned argument that addresses issues central to the question and the specific community.
HIST9-10.COMM2.DFNSE	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.	Defends the argument as a whole by comparing specific and documented data, quotations, or other information from the sources.
HIST9-10.COMM3.DFNSE	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.	Consistently and clearly defends the argument as a whole by analyzing and integrating sources from several perspectives and media types.
HIST9-10.COMM4.CLAIM	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.	Considers most argument claims that identify new partnerships between a specific global community and other related communities.
HIST9-10.COMM5.DRAFT	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.	Develops multiple drafts, uses feedback from others, and produces at least one review or reflection of a peer's work.

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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HIST9-10.ACT1.ACTN	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.	Proposes and prioritizes choices for innovative and responsible actions addressed to a specific global community and advocates for action on the top priority.
HIST9-10.ACT2.LIMIT	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.	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.
HIST9-10.ACT3.IMPLC	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.	Considers important local and global implications of innovative and responsible action with direct reference to the stated argument.
HIST9-10.ACT4.ACTN	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.	Convincingly acts or speaks individually and collaboratively on several possible choices in a way that is responsive to the contexts of the argument.