



<p>v. Content vi. Purpose vii. Bias viii. Point of View</p> <p>B. Corroboration i. Explaining relationships between multiple sources ii. Explaining the relationship between sources and discipline-specific arguments iii. Reliability of the source(s) in light of analysis</p>	<p>1.3 Student uses irrelevant and or disconnected evidence from multiple sources to support or refute a claim or an argument without reference to perspective or</p> <hr/> <hr/> <hr/>			
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<p><b>CLAIM 2</b> Students can analyze how historic events are related chronologically and the historic, political, social, economic, and/or geographic causes and effects of those events.</p> <p><b>EVIDENCE</b> Analysis includes identification and explanation of:</p> <ul style="list-style-type: none"> <li>A. Continuity and change over time</li> <li>B. Longterm and proximate factors that influenced changes over time (e.g., ideas, individuals, groups, technological developments, physical settings)</li> <li>C. Cause and effects using historic, political, social, economic, and/or geographic lenses</li> <li>D. Characteristics of historical time period(s)</li> </ul>	<p>2.1 Student identifies a time period, but inaccurately defines the historical, political, social, economic, and/or geographic characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies events in chronological sequence with minor inaccuracies.</p> <hr/> <p>2.3 Student confuses the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period and defines the historical, political, social, economic, and/or geographic characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period with minor inaccuracies</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, political, social, economic, and/or geographic characteristics.</p> <hr/> <p>2.2 Student identifies and describes related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies and explains the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, explaining her/his reasoning including historical, political, social, economic, and/or geographic characteristics.</p> <hr/> <p>2.2 Student identifies and analyzes related events in chronological sequence.</p> <hr/> <p>2.3 Student evaluates the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>
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<p><b>CLAIM 3</b> Students can analyze how the context of time and place affect discipline-specific (e.g., history, civics, economics, and/or geography) issues and events, and compare issues and events across time and place.</p> <p><b>EVIDENCE</b> Analysis includes: A. Connection of historical developments to specific circumstances of time and place B. Connection of historical developments to broader regional, national, or global processes and patterns (e.g., colonization, revolution, constitutional change, expansion, nationalism, industrialization, urbanization, sectionalism, imperialism, social and</p>	<p>3.1 Student places events in an inappropriate context of time and place.</p> <hr/> <p>3.2. Student identifies similarities or differences between issues, historical developments, and/or events in different geographic and cultural contexts with inaccuracies.</p> <hr/> <p>3.3 Student compares issues or events, making errors and/or drawing inaccurate conclusions.</p>	<p>3.1 Student places issues and events in the context of time and place with minor inaccuracies</p> <hr/> <p>3.2. Student identifies similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts with minor inaccuracies.</p> <hr/> <p>3.3 Student compares issues or events, with minor inaccuracies.</p>	<p>3.1 Student describes issues and events in the appropriate context of time and place.</p> <hr/> <p>3.2 Student identifies and explains similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events with detail and accuracy.</p>	<p>3.1 Student explains issues and events in the appropriate context of time and place.</p> <hr/> <p>3.2 Student identifies and analyzes similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and analyzes issues or events in depth and with accuracy.</p>
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<p>economic changes, and globalization) through a historic, political, social, economic, and/or geographic lens</p> <p>”Comparison includes: Similarities and differences between events and perspectives through a historic, political, social, economic, and/or geographic lens</p>				
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**CLAIM 4**  
Students can analyze important constitutional and civic issues in historic and present settings,




	<p>4.8 Student does not engage target audience</p>	<p>4.8 Student minimally engages the target audience through an appropriate course of informed action.</p>	<p>4.8 Student engages the target audience and/or community in some ways through an appropriate course of informed action.</p>	<p>4.8 Student engages the target audience and/or community in significant ways through an appropriate course of informed action.</p>
	<p>4.9 Student minimally reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.9 Student reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.9 Student reflects on informed course of action with analysis and detail through written, visual, or verbal means.</p>	<p>4.9 Student effectively reflects on informed course of action with significant analysis and detail through written, visual, or verbal means.</p>