

Global Citizenship: College, Career and Civic Life (C3) Framework for Social Studies State Standards

Sample Graduation Proficiencies and Performance Indicators

Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education
- Are designed to be used in conjunction with the Vermont transferable skills graduation proficiencies, which outline students' desired skills and habits across content areas
- Include four sets of performance indicators differentiated by grade cluster — K-2, 3-5, 6-8, 9-12
- serve as benchmarks of learning progression for elementary and middle school

This document is designed to:

- Assist Vermont schools and Supervisory Districts/Unions in developing learning requirements and expectations for their students
- Promote consistency across schools and Supervisory Districts/Unions for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including Performance Assessment
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

Spotlight on Equity: The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of civics, economics, geography, and history as well as to recognize the historic economic exclusion and marginalization of minority groups and communities. When grade-level appropriate, educators may use these topics to critically engage students in socially relevant social studies conversations and opportunities. The enumerated considerations are not a complete list, but rather a starting point on which to begin historically and socially relevant conversations.

To honor the structure of the [College, Career, and Civic Life C3 Framework of Social Studies State Standards](#) and recognize the interplay between Dimension 2 (Disciplinary Concepts) and the other three dimensions (Inquiry, Evidence/Resources and Communication/Action), all considerations have been woven into Civics, Geography, Economics and History (Dimension 2). This also recognizes that considerations cross both Dimensional and disciplinary lines, without having the added duplication of considerations. In addition, there are

Contact Information:

If you have questions about this document or would like additional information please contact:

Martha Deiss, Student Pathways Division, at martha.deiss@vermont.gov.

overarching theoretical frameworks, such as Civil Discourse and Implicit Bias, and authentic connections to both media and digital literacy which should be incorporated into the teaching and learning of a culturally sustaining social studies curriculum to aide in the development of civically literate students.

Definitions, theoretical frameworks, and supplemental resources to support the teaching and learning of these considerations are provided in the [Social Studies: Spotlight on Equity Resources](#).

Graduation Proficiency

Inquiry: Students use inquiry to make sense of the world by questioning, analyzing information, and developing reasonable explanations based on evidence.

CATEGORIES WITH INQUIRY	INDICATORS BY THE END OF GRADE 2	INDICATORS BY THE END OF GRADE 5	INDICTORS BY THE END OF GRADE 8	INDICTORS BY THE END OF GRADE 12
Constructing compelling and supporting questions	<ul style="list-style-type: none"> a. Generate questions about individuals and groups. (D2.His.3) b. Explain why the compelling question is important to the student. (D1.1) c. Identify disciplinary ideas associated with compelling and supporting questions. (D1.2, 3) Make connections between a compelling question and supporting questions. (D1.4) 	<ul style="list-style-type: none"> a. Generate relevant questions about a topic of study. (D2.His.3) b. Explain why compelling questions are important to others (e.g., peers, adults). (D1.1) c. Identify disciplinary concepts and ideas associated with compelling and supporting questions that are open to different interpretations. (D1.2, 3) d. Explain how supporting questions help answer compelling questions in an inquiry. (D1.4) 	<ul style="list-style-type: none"> a. Generate and use relevant questions about a topic of study. (D2.His.3) b. Explain how a question represents key ideas in the field. (D1.1) c. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3) d. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. (D1.4) 	<ul style="list-style-type: none"> a. Generate and use a variety of questions about a topic of study to further inquiry. (D2.His.3) b. Explain how a question reflects an enduring issue in the field. (D1.1) c. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3) d. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. (D1.4)

CATEGORIES WITH INQUIRY	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
Determining helpful sources	a. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. (D1.5)	a. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. (D1.5)	a. Generate and use relevant questions about a topic of study. (D2.His.3) b. Explain how a question represents key ideas in the field. (D1.1) c. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3) d. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. (D1.4)	a. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented by the sources, the types of sources available and the potential use of the sources. (D1.5)

Graduation Proficiency

Civics: Students act as productive citizens by understanding the history, principles and foundations of our American democracy, and by acquiring the ability to become engaged in civic and democratic processes.

CATEGORIES WITHIN CIVICS	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Civic and Political Institutions</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Tribal sovereignty • Social Movements • Activism • Structural oppression • Cultural genocide 	<p>a. Describe roles and responsibilities of people in authority. (D2.Civ.1)</p> <p>b. Explain how all people, not just official leaders, play important roles in a community. (D2.Civ.2)</p> <p>c. Explain what governments are and some of their functions. (D2.Civ.5)</p>	<p>a. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. (D2.Civ.1)</p> <p>b. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. (D2.Civ.2)</p> <p>c. Explain how groups of people make rules to create responsibilities and protect freedoms. (D2.Civ.4)</p> <p>d. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitution. (D2.Civ.5)</p>	<p>a. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. (D2.Civ.1)</p> <p>b. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). (D2.Civ.2)</p> <p>c. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. (D2.Civ.4)</p> <p>d. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. (D2.Civ.5)</p>	<p>a. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1)</p> <p>b. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. (D2.Civ.2)</p> <p>c. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (D2.Civ.4)</p> <p>d. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5)</p>

CATEGORIES WITHIN CIVICS	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Tools of Oppression (bias, discrimination, stereotyping) • Civil Rights • Self-emancipation • Civil Rights Act of 1964 • Education Acts of 1972 - Title IX 	<p>a. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. (D2.Civ.8)</p> <p>b. Compare their own point of view with others’ perspectives. (D2.Civ.10)</p>	<p>a. Identify core civic virtues and democratic principles (e.g., checks and balances, separation of power) that guide government, society, and communities. (D2.Civ.8)</p> <p>b. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues. (D2.Civ.10)</p>	<p>a. Analyze ideas and principles (e.g., rule of law, limited government, judicial review, popular sovereignty) contained in the founding documents (e.g., Declaration of Independence, Articles of Confederation, U.S. Constitution) of the United States, and explain how they influence the social and political system. (D2.Civ.8)</p> <p>b. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. (D2.Civ.10)</p>	<p>a. Evaluate social and political systems in different contexts, times, and places. (D2.Civ.8)</p> <p>b. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10)</p>
<p>Processes, Rules and Laws</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Legal Structures (Black Codes, Jim Crow) • Positive/Negative Peace • Galtung’s Conflict Triangle • Indigenous Enslavement • Cultural Genocide • Housing Covenants • Redlining 	<p>a. Explain how people can work together to make decisions in the classroom. (D2.Civ.11)</p> <p>b. Describe how people have tried to improve their communities over time. (D2.Civ.14)</p>	<p>a. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. (D2.Civ.11)</p> <p>b. Explain how policies are developed to address public problems. (D2.Civ.13)</p> <p>c. Illustrate historical and contemporary means of changing society. (D2.Civ.14)</p>	<p>a. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. (D2.Civ.11)</p> <p>b. Analyze the purposes, implementation, and consequences of public policies in multiple settings. (D2.Civ.13)</p> <p>c. Compare historical and contemporary means of changing societies, and promoting the common good. (D2.Civ.14)</p>	<p>a. Analyze the purposes, implementation, and consequences of public policies in multiple settings. (D2.Civ.13)</p> <p>b. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14)</p>

Graduation Proficiency

Economics: Students make economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.

CATEGORIES WITHIN ECONOMICS	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Economic Decision Making</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Access to Credit • Socio-economic Status • Fair Lending • Lending Disparity • Retail and Service Desertification • Educational Inequality 	<p>a. Identify the benefits and costs of making various personal decisions and how scarcity influences those decisions (D2.Econ.1, 2)</p>	<p>a. Compare the benefits and costs of individual choices and how positive/negative incentives influence the decisions people make. (D2.Eco.1, 2)</p>	<p>a. Explain how economic decisions affect individuals, businesses, and society and the roles of buyers and sellers in product, labor, and financial markets. (D2.Eco.1, 3)</p> <p>b. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. (D2.Eco.2)</p>	<p>a. Analyze how incentives play role in cost-benefit analysis and subsequent economic decision making at the individual, business and government levels. (D2.Econ.1, 2, 3)</p>

CATEGORIES WITHIN ECONOMICS	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Exchange and Markets</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Racial Income Gap • Wage Gaps • Job Discrimination 	<p>a. Describe the skills and knowledge required to produce certain goods and services. (D2.Eco.3)</p> <p>b. Describe the goods and services that people in the local community produce and those that are produced in other communities. (D2.Eco.4)</p> <p>c. Identify prices of products in a local market. (D2.Eco.5)</p> <p>d. Explain how people earn income. (D2.Eco.6)</p> <p>e. Describe examples of costs of production. (D2.Eco.7)</p>	<p>a. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. (D2.Eco.3)</p> <p>b. Explain why individuals and businesses specialize and trade. (D2.Eco.4)</p> <p>c. Explain the role of money in making exchange easier. (D2.Eco.5)</p> <p>d. Explain the relationship between investment in human capital, productivity, future incomes and how profits influence sellers in markets. (D2.Eco.6,7)</p> <p>e. Identify examples of external benefits and costs. (D2.Eco.8)</p>	<p>a. Describe the role of competition in the determination of prices and wages. (D2.Eco.4, 5)</p> <p>b. Explain how changes in supply/ demand and innovation/ entrepreneurship cause changes in the market. (D2.Eco.6, 7)</p> <p>c. Explain how internal and external benefits and costs influence market outcomes. (D2.Eco.8)</p>	<p>a. Evaluate the extent to which competition among sellers and buyers exists, and describe the consequences of competition in specific markets. (D2.Eco.4, 5)</p> <p>b. Generate possible explanations for a government involvement in markets to improve outcomes and eliminate inefficiencies while considering comparative advantage, benefits/costs as well as intended/ unintended consequences. (D2.Eco.6, 7, 8, 14)</p>

CATEGORIES WITHIN ECONOMICS	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>The National Economy</p> <p>Spotlight on Equity: Historic Policies - Racial and Ethnic Disparities in:</p> <ul style="list-style-type: none"> • Health Insurance and Health Care • Inheritance/ Intergenerational Transfer • Investment • Retirement Security • Wealth Accumulation 	<p>a. Explain why people save. (D2.Eco.10)</p> <p>b. Describe examples of the goods and services that governments provide. (D2.Eco.12)</p> <p>c. Describe examples of capital goods and human capital. (D2.Eco.13)</p>	<p>a. Explain the ways in which the government pays for the goods and services it provides. (D2.Eco.12)</p> <p>b. Describe ways people can increase productivity by using improved capital goods and improving their human capital. (D2.Eco.13)</p>	<p>a. Explain what interest rates are and the meaning of inflation, deflation, and unemployment. (D2.Eco.10, 11)</p> <p>b. Explain the influence of changes in interest rates on borrowing and investing, and how inflation, deflation, and unemployment affect economic conditions. (D2.Eco.10, 12)</p> <p>c. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. (D2.Eco.11)</p> <p>d. Explain why standards of living increase as productivity improves. (D2.Eco.13)</p>	<p>a. Use current data to explain and evaluate the influence of changes in spending, production, the money supply, and policies on various economic conditions. (D2.Eco.10, 12)</p> <p>b. Use economic indicators to analyze the current and future state of the economy. (D2.Eco.11)</p> <p>c. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. (D2.Eco.13)</p>
<p>The Global Economy</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Exploitative Labor: enslavement, chattel, indenture, human trafficking, convict leasing, migrant labor, immigrant labor • Human rights • Displacement (land ownership) 	<p>a. Describe why people in one country trade goods and services with people in other countries. (D2.Eco.14)</p> <p>b. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. (D2.Eco.15)</p>	<p>a. Explain how trade leads to increasing economic interdependence and the effects on different groups within participating nations. (D2.Eco.14, 15)</p>	<p>a. Explain barriers to trade, how those barriers influence trade among nations, and the benefits and the costs of trade policies to individuals, businesses, and society. (D2.Eco.14, 15)</p>	<p>a. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. (D2.Eco.15)</p>

Graduation Proficiency

Geography: Students use geographic inquiry and reasoning to propose solutions to local, national and global issues.

CATEGORIES WITHIN GEOGRAPHY	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Geographic Representations: Spatial Views of the World</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Mercator Projection • Ecological Fallacy • Contested Territories 	<p>a. Identify a map or a globe. Understand that maps are a source of information. Construct maps, graphs, and other representations of familiar places. (D2.Geo.1)</p> <p>b. Use maps, graphs, photographs, and other representations to identify features and describe places. (D2.Geo.2)</p>	<p>a. Construct maps and other graphic representations of both familiar and unfamiliar places. (D2.Geo.1)</p> <p>b. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. (D2.Geo.2)</p>	<p>a. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. (D2.Geo.1)</p> <p>b. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. (D2.Geo.2)</p>	<p>a. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. (D2.Geo.1)</p> <p>b. Use maps, satellite images, photographs, and other representations to explain and analyze relationships between the locations of places and regions and their political, cultural, and economic dynamics. (e.g., population density, air quality) (D2.Geo.2)</p>
<p>Human-Environment Interaction: Place, Regions, and Culture</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Community segregation • Fair Housing Act • Clean Air Act • National Environmental Policy Act • Executive Order 12898 • Environmental injustice 	<p>a. Explain how weather, climate and other environmental characteristics affect people’s lives in a place or region. (D2.Geo.4)</p> <p>b. Identify some cultural, economic and environmental characteristics of specific places and describe how human activities can affect those characteristics. (D2.Geo.5, 6, 11)</p>	<p>a. Explain how culture influences the way people modify and adapt to their environments. (D2.Geo.4)</p> <p>b. Describe how environmental, economic and cultural characteristics influence population distribution in specific places or regions and explain how the characteristics change over time. (D2.Geo.5, 6, 11)</p>	<p>a. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. (D2.Geo.4)</p> <p>b. Analyze the combinations of cultural, environmental and economic characteristics that make places both similar to and different from other places. (D2.Geo.5, 6, 10)</p>	<p>a. Analyze relationships between human and physical systems to determine how they influence each other. (D2.Geo.4)</p> <p>b. Evaluate how political and economic decisions have influenced the impact of human settlement and activities on the environmental and cultural characteristics of various places and regions. (D2.Geo.5, 6)</p>

CATEGORIES WITHIN GEOGRAPHY	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Human Population: Spatial Patterns and Movements</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Climate Change • Urban/Suburban Sprawl • Green space • Transnational Environmental Inequality • Climate Injustice 	<p>a. Explain why and how people, goods and ideas move from place to place by describing the connections between the physical environment and economic activity. (D2. Geo. 7, 9)</p>	<p>a. Explain how cultural, economic, technological and environmental characteristics affect the distribution and movement of people, goods and ideas. (D2.Geo.7, 9)</p>	<p>a. Evaluate the influences of human-induced environmental change on spatial patterns of settlement, movement, conflict and cooperation. (D2. Geo. 7, 9)</p>	<p>a. Analyze how historical events, long-term climate variability and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. (D2.Geo.7, 9)</p>
<p>Global Inter-connections: Changing Spatial Patterns</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Resource Exploitation • Negative by-product Production • E-waste • Toxic Waste 	<p>a. Describe changes in the physical and cultural characteristics of various world regions. (D2.Geo.10)</p> <p>b. Identify ways that a catastrophic disaster may affect people living in a place. (D2.Geo.12.)</p>	<p>a. Explain why environmental characteristics vary among different world regions (D2. Geo.10)</p> <p>b. Explain how natural and human-made catastrophic events in one place affect people living in other places. (D2.Geo.12)</p>	<p>a. Explain how the relationship between environmental characteristics of places and production of goods influences the spatial patterns of world trade. (D2.Geo.11)</p> <p>b. Explain how global changes in population distribution patterns affect change in land use in particular places. (D2.Geo.12)</p>	<p>a. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. (D2.Geo.10)</p> <p>b. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. (D2.Geo.11)</p> <p>c. Evaluate the consequences of human-made and natural catastrophes on global trade, politics and human migration. (D2.Geo.12)</p>

Graduation Proficiency

History: Students understand and evaluate change and continuity over time by making appropriate use of historical evidence in answering questions and developing arguments about the past.

CATEGORIES WITHIN HISTORY	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Change, Continuity, and Context</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Subjugation • Expansionism • Colonialism • Periodization 	<p>a. Create a chronological sequence of multiple events. (D2.His.1)</p> <p>b. Compare life in the past to life today; explore individuals and groups who have shaped a significant historical change. (D2.His.2, 3)</p>	<p>a. Create and use a chronological sequence of related events to compare developments that happened at the same time. (D2.His.1, 3)</p> <p>b. Compare life in specific historical time periods to life today; explore individuals and groups who have shaped significant historical changes and continuities. (D2.His.2, 3)</p>	<p>a. Analyze connections among events and developments and the individuals or groups who shaped them to understand their historical context and significance. (D2.His.1)</p> <p>b. Classify series of historical events and developments as examples of change and/or continuity. (D2.His.2)</p>	<p>a. Evaluate how historical events and developments were shaped by unique circumstances, individuals, or groups as well as broader historical contexts. (D2.His.1, 3)</p> <p>b. Analyze change and continuity in historical eras. (D2.His.2)</p>
<p>Perspectives</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Historiography • Counter-narratives • Marginalized voices • Current lived realities • Confirmation bias 	<p>a. Compare different perspectives of the past to the present, and different accounts of the same historical event. (D2.His.4, 6)</p>	<p>a. Describe and explain how perspectives are influenced and have shaped historical sources. (D2.His.4, 5)</p>	<p>a. Analyze and explain how perspectives and written history are influenced and have changed over time. (D2.His.4, 5)</p>	<p>a. Analyze and explain how historical context shapes people’s perspectives and written history, and how people’s perspectives then shape history. (D2.His.4)</p>
<p>Historical Sources and Evidence</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Implicit bias • Inclusivity • Historical Empathy 	<p>a. Identify and explain how different kinds of historical sources can be used to study the past, including the maker, date, and place of origin from within the historical source itself. (D2.His.9)</p>	<p>a. Summarize and compare different kinds of historical sources; use information (e.g., maker, date, and origin) from within the source itself to infer its intended audience and purpose, and evaluate its usefulness in studying a particular topic. (D2.His.9, 10)</p>	<p>a. Detect possible limitations in the historical record based on evidence collected from different kinds of sources, and identify further areas of inquiry and additional sources. (D2.His.10, 12)</p>	<p>b. Evaluate historical sources to critique their usefulness, and determine limitations and differences in secondary interpretations made from them. (D2.His.9, 10, 13)</p>

CATEGORIES WITHIN HISTORY	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
<p>Causation and Argumentation</p> <p>Spotlight on Equity:</p> <ul style="list-style-type: none"> • Subordination • Disempowerment • Ethnocentrism • Racism • Classism • Ableism • Heterosexism • Sexism • Religious bigotry 	<p>a. Generate possible reasons for an event or development in the past. (D2.His.14)</p> <p>Select which reasons might be more likely than others to explain a historical event or development. (D2.His.16)</p>	<p>a. Explain probable causes and effects of events and developments. (D2.His.14)</p> <p>b. Use evidence to develop a claim about the past. (D2.His.16)</p> <p>Summarize the central claim in a secondary work of history. (D2.His.17)</p>	<p>a. Explain multiple causes and effects of events and developments in the past and evaluate their relative influence. (D2.His.14, 15)</p> <p>b. Organize applicable evidence into a coherent argument about the past. (D2.His.16)</p> <p>Compare the central arguments in secondary works of history on related topics. (D2.His.17)</p>	<p>a. Evaluate historical sources to critique their usefulness, and determine limitations, differences and historical accuracy in secondary interpretations made from them. (D2.His.9, 10, 13, 17)</p> <p>b. Analyze complex causes and effects of events and developments in the past and distinguish between long-term causes and triggering events. (D2.His.14, 15)</p> <p>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (D2.His.16)</p>

Graduation Proficiency

Evaluating Sources and Using Evidence: *Students use various technologies and skills to find information and to express their responses to questions through well-reasoned explanations and evidence-based arguments.*

CATEGORIES WITHIN EVALUATING SOURCES AND USING EVIDENCE	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
Gathering and Evaluating Sources	<ul style="list-style-type: none"> a. Gather relevant information from one or two sources while using the origin and structure to guide the selection. (D3.1) b. Evaluate a source by distinguishing between fact and opinion. (D3.2) 	<ul style="list-style-type: none"> a. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. (D3.1) b. Make distinctions among fact and opinion to determine the credibility of multiple sources. (D3.2) 	<ul style="list-style-type: none"> a. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1) b. Evaluate the credibility of a source by determining its relevance and intended use. (D3.2) 	<ul style="list-style-type: none"> a. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1)
Developing Claims and Using Evidence	<ul style="list-style-type: none"> a. Use evidence to develop claims in response to compelling questions. (D3.4) 	<ul style="list-style-type: none"> a. Identify and use evidence from multiple sources to develop claims in response to compelling questions. (D3.3, 4) 	<ul style="list-style-type: none"> a. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. (D3.3) b. Develop claims and counterclaims while pointing out the strengths and limitations of both. (D3.4) 	<ul style="list-style-type: none"> a. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. (D3.3) b. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. (D3.4)

Graduation Proficiency

Communicating Conclusions and Taking Informed Action: *Students demonstrate readiness for civic life by communicating an argument that has been strengthened by evidence, critiques and reflection and that can be used as a foundation for action.*

CATEGORIES WITHIN COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
Communicating	<ul style="list-style-type: none"> a. Construct an argument with reasons. (D4.1) b. Construct explanations using correct sequence and relevant information. (D4.2) c. Present a summary of an argument using print, oral, and digital technologies. (D4.3) 	<ul style="list-style-type: none"> a. Construct arguments using claims and evidence from multiple sources. (D4.1) b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. (D4.2) c. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). (D4.3) 	<ul style="list-style-type: none"> a. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. (D4.1) b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. (D4.2) c. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). (D4.3) 	<ul style="list-style-type: none"> a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (D4.1) b. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). (D4.3)

CATEGORIES WITHIN COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
Critiquing Conclusions	<ul style="list-style-type: none"> a. Ask and answer questions about arguments. (D4.4) b. Ask and answer questions about explanations. (D4.5) 	<ul style="list-style-type: none"> a. Critique arguments. (D4.4) b. Critique explanations. (D4.5) c. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. (D4.6) 	<ul style="list-style-type: none"> a. Critique arguments for credibility. (D4.4) b. Critique the structure of explanations. (D4.5) 	<ul style="list-style-type: none"> a. Critique the use of claims and evidence in arguments for credibility. (D4.4) b. Critique the use of the reasoning, sequencing, and supporting details of explanations. (D4.5)
Taking Informed Action	<ul style="list-style-type: none"> a. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. (D4.6) b. Identify ways to take action to help address local, regional, and global problems. (D4.7) c. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. (D4.8) 	<ul style="list-style-type: none"> a. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. (D4.6) b. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. (D4.7) c. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. (D4.8) 	<ul style="list-style-type: none"> a. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (D4.6) b. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. (D4.7) c. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. (D4.8) 	<ul style="list-style-type: none"> a. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. (D4.6) b. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. (D4.7) c. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. (D4.8)