# Social Studies Priority Performance Indicators and Transferable Skills Connections

# Purpose

Transferable skills are an essential set of skills and competencies that promote the integration and application of knowledge across contexts and are critically important to success in today’s world, particularly in post-secondary programs and career readiness.

Transferable skills identified by the Agency of Education include the following:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Transferable Skills**  |   | No data  | No data  | No data  | No data  |
| Clear and EffectiveCommunication | Self-Direction | Creative and PracticalProblem-Solving | Responsible and InvolvedCitizenship | Informed and IntegrativeThinking |

While it may be possible to demonstrate proficiency in transferable skills that are not connected to content, it is more effective and relevant to assess these skills in the context of disciplinary content areas. When transferable skills are emphasized in the context of academic content, academic classes become more applicable to students’ future careers and lives. As a result, students build cohesiveness and connection both within and across disciplines. Ultimately, this approach helps students become not only knowledgeable in specific subjects but also versatile, adaptable, and well-prepared for challenges of the future.

This document outlines connections between the transferable skills and the [Social Studies Proficiency-Based Graduation Requirement (PBGR) Hierarchy](https://education.vermont.gov/document/social-studies-proficiency-based-graduation-hierarchy), which includes the PBGR, Critical Proficiencies, and Priority Performance Indicators. It is intended to exemplify how transferable skills related to Priority Performance Indicators can be embedded into instruction and performance assessments in a unit of study.

In addition to the [transferable skills](https://education.vermont.gov/documents/proficiency-based-education-transferable-skills), each table that follows includes the [performance indicator scoring criteria](https://education.vermont.gov/student-learning/proficiency-based-learning/transferable-skills#:~:text=Quality%20Standards.-,Scoring%20Criteria,-Scoring%20criteria%20provide) and the criteria for “proficient.” This is not an exhaustive list, but rather a sampling of the most explicit connections. It is important to note that there may be an inequity of representation of the transferable skills in the following crosswalk document. For example, although *Responsible and Involved Citizenship* is important, it is not as prevalent as other transferable skills in the crosswalk. This is because the inclusion of certain transferable skills in a unit is based on decisions made at the instructional or curricular level and would therefore not be represented in a document highlighting inherent connections between PPIs and transferable skills.

This document has been intentionally posted as a Word document so educators can modify it to reflect the transferable skills connections that are addressed through their specific curriculum.

# Proficiency-Based Graduation Requirement: Social Studies

The social studies literate individual has developed a critical lens through which they recognize challenges, contemplate possible solutions, and consider the consequences of both action and inaction. They have become socio-politically conscious and socio-culturally responsive as they have strengthened their own identity and recognized the importance of community through stories, conflict, compromises, and resolutions. They recognize the legacy of sovereignty, authority, and power; the pros and cons of human-environment interaction; the value of development, including both the benefits and costs that it incurs; and the respect for all histories (past and present) as seen from multiple perspectives.

## Critical Proficiency: Inquiry Process

Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions.

### Priority Performance Indicator: Constructing Compelling and Supporting Questions

Generate, revise, and use a variety of questions about a topic of study to further inquiry and reflect on an enduring issue(s) in the field. (D1. 1); (D2. His. 3)

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| **Transferable Skill(s)** | **Performance Indicator for Transferable Skill Scoring Criteria** | **Proficient Criteria (from Transferable Skill Scoring Criteria)*****I can…*** |
| Clear and Effective Communication | B. Use evidence and logic appropriately in communication. | * Analyze, integrate, and cite evidence from sources and incorporate the relevant pieces into the finished work.
 |
| Self-Direction | B. Integrate knowledge from a variety of sources to set goals and make informed decisions. | * Utilize information from diverse sources to make decisions, establish goals, and devise plans with identified needs, resources and action steps.
 |
| Creative and Practical Problem-Solving | B. Frame questions, make predictions, and design data collection and analysis strategies. | * Identify tools and design procedures needed for collecting, managing, and analyzing information.
 |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
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### Priority Performance Indicator: Gathering and Evaluating Sources

Determine and gather the varied types of sources that will be helpful in answering compelling and supporting questions, taking into account the need for multiple points of view, secondary interpretations, and the types and limitations of sources available. (D2. His. 9, 10, 13, 17); (D3. 1)

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| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias.
 |
| Creative and Practical Problem-Solving | B. Frame questions, make predictions, and design data collection and analysis strategies. | * Identify tools and design procedures needed for collecting, managing, and analyzing information.
 |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts.
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### Priority Performance Indicator: Communicating and Critiquing Conclusions

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weakness. (D2. His. 16; D4. 1)

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| Clear and Effective Communication | G. Collaborate effectively and respectfully. | * Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence.
 |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias.
 |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
 |
| Responsible and Involved Citizenship | D. Respect diversity and differing points of view. | * Engage in open discussion and respond thoughtfully to differing points of view.
 |
| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
 |

## Critical Proficiency: Civics

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

### Priority Performance Indicator: Civic and Political Institutions

Analyze the powers and responsibilities of local, tribal, state, national, and international civic and political institutions, including the impact of established laws, constitutions, and/or agreements, and the role and responsibility of citizens in regard to these political institutions, systems, and structures. (D2. Civ. 1-6)

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* Use reasoning to synthesize evidence to support a claim.
 |
| Self-Direction | C. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
 |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts.
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 |

### Priority Performance Indicator: Participation and Deliberation

Apply civic virtues and democratic principles in multiple settings analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. (D2. Civ. 7, 8, 9, 10)

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 |
| Clear and Effective Communication | G. Collaborate effectively and respectfully. | * Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence.
 |
| Self-Direction | E. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | * Solicit and utilize feedback on multiple trials/drafts to improve my performance or revise my thinking;
* Ask questions about new ideas to challenge myself to investigate new skills.
 |
| Self-Direction | G. Collaborate as needed to advance learning. | * Use collaboration to exchange ideas, using others to advance my learning with reasoning and evidence.
 |
| Creative and Practical Problem-Solving | E. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. | * Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.
 |
| Responsible and Involved Citizenship | D. Respect diversity and differing points of view. | * Engage in open discussion and respond thoughtfully to differing points of view.
 |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts.
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| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
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### Priority Performance Indicator: Processes, Rules, and Laws

Evaluate the processes and rules by which people make decisions, govern themselves, address public concerns, change societies, promote the common good, and protect rights. (D2. Civ. 11-14)

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| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias.
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| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
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 |

## Critical Proficiency: Economics

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

### Priority Performance Indicator: Economic Decision Making

Analyze how scarcity influences individual and societal decisions regarding established goals, and the advantages and disadvantages pertaining to the resources available to achieve those goals. (D2. Econ. 1, 2, 3)

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* Use reasoning to synthesize evidence to support a claim.
 |
| Self-Direction | C. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| Creative and Practical Problem-Solving | A. Observe and evaluate situations in order to define problems. | * Articulate the problem and identify constraints, based on observations, and collect related information from multiple sources.
 |
| Responsible and Involved Citizenship | A. Take responsibility for personal decisions and actions. | * Take ownership for the outcome of my decisions or actions by explaining how my choices affect myself and others.
 |
| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
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### Priority Performance Indicator: Exchange and Markets

Evaluate the extent to which competition among buyers and sellers exists, and the consequences of competition, or lack thereof, within specific markets. (D2. Econ. 4, 5)

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* Use reasoning to synthesize evidence to support a claim.
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| Self-Direction | A. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias.
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| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
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| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts.
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| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
 |

### Priority Performance Indicator: The National Economy

Use economic indicators and current data to evaluate, identify trends, and explain the influences on changes in spending, production, money supply, policies and the current and future state of the national economy. (D2. Econ. 10, 11, 12)

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| Self-Direction | C. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
 |
| Creative and Practical Problem-Solving | B. Frame questions, make predictions, and design data collection and analysis strategies. | * Identify tools and design procedures needed for collecting, managing, and analyzing information.
 |
|  | C. Identify patterns, trends, and relationships that apply to solutions. | * Explain patterns and/or trends (including outliers) in the data and the relationship to the proposed solution.
 |
| Informed and Integrative Thinking | A. Apply knowledge from various disciplines and contexts to real life situations. | * Analyze real-life situations, data, patterns, texts, artifacts, or other products using knowledge from other disciplines and situations.
 |
| Informed and Integrative Thinking | B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. | * Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts.
 |
| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |
| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
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### Priority Performance Indicator: The Global Economy

Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution. (D2. Econ 15)

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| Self-Direction | C. Apply knowledge in familiar and new contexts. | * Apply a concept to a new or familiar context or settings.
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| Creative and Practical Problem-Solving | C. Identify patterns, trends, and relationships that apply to solutions. | * Explain patterns and/or trends (including outliers) in the data and the relationship to the proposed solution.
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 |

## Critical Proficiency: Geography

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

### Priority Performance Indicator: Human Population: Spatial Patterns and Movements

Analyze how historic events, long-term climate variability and the diffusion of ideas, technologies, and cultural practices have influenced human migration patterns and population distribution. (D2. Geo. 7, 9)

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 |
| Clear and Effective Communication | G. Collaborate effectively and respectfully. | * Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence.
 |
| Creative and Practical Problem-Solving | A. Observe and evaluate situations in order to define problems. | * Articulate the problem and identify constraints, based on observations, and collect related information from multiple sources.
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### Priority Performance Indicator: Global Interconnections: Changing Spatial Patterns

Evaluate how changes in the physical systems of the earth contribute to conflict and cooperation. (D2. Geo. 10, 11, 12)

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| Informed and Integrative Thinking | C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | * Explain how the interactions of parts of a system influence outcomes.
 |
| Informed and Integrative Thinking | D. Use evidence and reasoning to justify claims. | * Use valid and reliable evidence to support a claim and develop a well-reasoned argument.
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### Priority Performance Indicator: Human Environment Interaction: Place, Region, Culture

Analyze relations between physical systems and humans, including political and economic decisions, to determine how they influence each other. (D2. Geo. 4, 5, 6)

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### Priority Performance Indicator: Geographic Representations: Spatial Views of the World

Create and/or use maps to analyze spatial patterns of cultural and environmental characteristics, evaluate and to help explain relationships between places/regions and their cultural, political and economic systems. (D2. Geo. 1, 2)

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| Clear and Effective Communication | D. Adjust communication based on the audience, context, and purpose. | * Adapt the organization, content, and vocabulary to match intended audience, context, and purpose.
 |
| Clear and Effective Communication | F. Use technology to further enhance and disseminate communication. | * Use relevant technology, including text, graphic, audio, visual, or interactive elements, to improve a document or presentation.
 |
| Creative and Practical Problem-Solving | A. Observe and evaluate situations in order to define problems. | * Articulate the problem and identify constraints, based on observations and collect related information from multiple sources.
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| Creative and Practical Problem-Solving | C. Identify patterns, trends, and relationships that apply to solutions. | * Explain patterns and/or trends (including outliers) in the data and the relationship to the proposed solution.
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 |

## Critical Proficiency: History

Students understand and evaluate change and continuity over time, recognize the multiplicity of points of view and make appropriate use of historical evidence in answering questions and developing arguments about the past.

### Priority Performance Indicator: Change, Continuity, Context

Evaluate how historical events and developments were shaped by unique circumstances, individuals and groups, and how their significance both changes over time and is shaped by historical context. (D2. His. 1, 3)

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* Use reasoning to synthesize evidence to support a claim.
 |
| Self-Direction | E. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | * Solicit and utilize feedback on multiple trials/drafts to improve my performance or revise my thinking;
* Ask questions about new ideas to challenge myself to investigate new skills.
 |
| Self-Direction | F. Analyze the accuracy, bias, and usefulness of information. | * Apply criteria to evaluate multiple sources for bias.
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| Creative and Practical Problem-Solving | A. Observe and evaluate situations in order to define problems. | * Articulate the problem and identify constraints, based on observations and collect related information from multiple sources.
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 |
| Creative and Practical Problem-Solving | D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. | * Analyze, synthesize, and cite evidence to develop a claim or argument.
 |
| Creative and Practical Problem-Solving | F. Identify opportunities for innovation and collaboration. | * Identify a range of peers and field experts/ organizations to support my creative problem solving.
 |
| Responsible and Involved Citizenship | D. Respect diversity and differing points of view. | * Engage in open discussion and respond thoughtfully to differing points of view;
* Explain how my words, actions, attitudes and behaviors may be interpreted by others including majority and minority groups and other cultures.
 |

### Priority Performance Indicator: Perspectives

Analyze and explain how historical context shapes peoples’ perspectives, how perspective-influencing factors change over time, and how peoples’ present perspectives shape interpretations of the past, including that which is written and acknowledged as history. (D2. His. 4-7)

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* Use reasoning to synthesize evidence to support a claim.
 |
| Clear and Effective Communication | G. Collaborate effectively and respectfully. | * Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence.
 |
| Self-Direction | E. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | * Solicit and utilize feedback on multiple trials/drafts to improve my performance or revise my thinking;
* Ask questions about new ideas to challenge myself to investigate new skills.
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