

The Vermont Framework for Proficiency: Social Studies Literacy

Purpose

The literacy statement in this document was used to create an overarching Proficiency-Based Graduation Requirement for Social Studies that guided the development of Critical Proficiencies and Priority Performance Indicators. The literacy statement reflects the connections between a Vermont Portrait of a Graduation and College, Career and Civic Life C3 Framework for Social Studies State Standards. The literacy statement reflects the connections between a Vermont Portrait of a Graduation and College, Career and Civic Life C3 Framework for Social Studies State Standards. The literacy statement reflects the connections between a Vermont Portrait of a Graduation and t

Social Studies Literacy

Social studies literacy is the set of knowledge, skills, and understandings needed to recognize problems, ask good questions, and develop investigations by utilizing resources that provide multiple viewpoints and perspectives. Individuals who are literate in social studies can distinguish evidence-based claims from more conventional or personal opinions and develop the means to communicate (digitally, orally, and in writing) and/or take action on what has been learned. 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.

Social Studies Connections to the Vermont Portrait of a Graduate

[A Vermont Portrait of a Graduate through Social Studies](#) provides a detailed description of how the specific terms identified in this diagram link to the PoG attributes and connect to social studies content and skills with the purpose of assisting students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Contact Information:

If you have questions about this document or would like additional information please contact: Martha Deiss, Student Pathways Division, at Marth.Deiss@vermont.gov.

