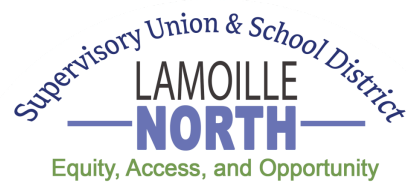


SOCIAL STUDIES

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



GRADUATION PROFICIENCY

GRADUATION PROFICIENCY #1:

INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

[K - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #2:

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

[K - 5 Supporting Standards](#)

[6 - 8 Supporting Standards](#)

[9 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #3:

GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

[K - 5 Supporting Standards](#)

[6 - 8 Supporting Standards](#)

[9 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #4:

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

[K - 5 Supporting Standards](#)

[6 - 8 Supporting Standards](#)

[9 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #5:

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in personal, national, and global economic systems.

[K - 5 Supporting Standards](#)

[6 - 8 Supporting Standards](#)

[9 - 12 Supporting Standards](#)

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#1 INQUIRY

Students will develop and use inquiry skills to understand, analyze, explain, and argue about interdisciplinary challenges in our social world.

#1 SUPPORTING STANDARDS K - 12

Students will...

	K - 2	3 - 5	6 - 8	9 - 12
Developing Questions and Planning Inquiries	- Explain why the compelling question is important to the student. - Identify disciplinary ideas associated with a compelling question. - Identify facts and concepts associated with a supporting question. - Make connections between supporting questions and compelling questions. - Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions. Key academic vocabulary: questioning, opinion (argument), explanation, point of view	- Explain why compelling questions are important to others (e.g., peers, adults). - Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. - Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. - Explain how supporting questions help answer compelling questions in an inquiry. - Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions. Key academic vocabulary: questioning, argument, explanation, point of view	- Explain how a question represents key ideas in the field. - Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. - Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question. - Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. Key academic vocabulary: questioning, argument, explanation, point of view	- Explain how a question reflects an enduring issue in the field. - Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. - Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. - Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. Key academic vocabulary: questioning, argument, explanation, point of view

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	K - 2	3 - 5	6 - 8	9 - 12
Evaluating Sources and Using Evidence	- Gather relevant information from one or two sources while using the origin and structure to guide the selection. - Evaluate a source by distinguishing between facts and opinion. Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify	- Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. - Use distinctions between fact and opinion to determine the credibility of multiple sources. - Identify evidence that draws information from multiple sources in response to compelling questions. Use evidence to develop claims in response to compelling questions. Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather	- Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. - Evaluate the credibility of a source by determining its relevance and intended use. - Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. - Develop claims and counterclaims while pointing out the strengths and limitations of both. Key academic vocabulary: argument, sources, evidence, claims, counterclaim, gather	- 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. - Evaluate the credibility of a source by examining how experts value the sources. - Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. - Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	K - 2	3 - 5	6 - 8	9 - 12
Communicating and Critiquing Conclusions	- Construct an argument with reasons. - Construct explanations using correct sequence and relevant information. - Present a summary of an argument using print, oral, and digital technologies. - Ask and answer questions about arguments. - Ask and answer questions about explanations. Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize	- Construct arguments using claims and evidence from multiple sources. - Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. - 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) - Critique arguments. - Critique explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility	- Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. - Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. - 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). - Critique arguments for credibility. - Critique the structure of explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility	- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. - Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical) - 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). - Critique the use of claims and evidence in arguments for credibility. - Critique the use of the reasoning, sequencing, and supporting details of explanations. Key academic vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	K - 2	3 - 5	6 - 8	9 - 12
Take informed action	- Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. - Identify ways to take action to help address local, regional, and global problems. - Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	- 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. - 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. - Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	- 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. - Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. - 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.	- 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. - 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. - 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.

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#2 HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

#2 SUPPORTING STANDARDS K - 5

Students will...

	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
A	Put events from their personal lives, observations of the natural world, and stories and informational texts in temporal order, using words and phrases relating to chronology and time (first, next, last, now, before, after, today, night, etc.)	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	Distinguish among years and decades using a timeline of personal, school, or local community events.	Using sources such as historical maps, paintings, and texts of the period create a timeline to sequence and describe major events and people in early Vermont history.	Use maps, photographs, and archaeological evidence (e.g., stone tools, ceramics, mound-building, cliff dwellings) to describe the characteristics, culture, and inhabited regions of historic Native Peoples and organized ancient societies on the North American continent (Inuit, Hopewell, Puebloan, Iroquois, Maya, Toltec, and others.)	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.
B	Describe ways people learn about the past.	Use historical sources to compare aspects of life today with life in the past, particularly family, school, jobs, or communication.	Examine different perspectives of the same event in a community and explain how and why they are different.	Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Vermont interacted with, adapted to, used, and/or modified their environments.	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of regions and cultures on the North American continent.	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of each of these three groups. (government structure, views on property ownership, land use, Columbian Exchange)

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
C		Identify the events or people celebrated during U.S. national holidays and why we celebrate them.		Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Vermont in order to better understand their beliefs and histories.	Describe how engineering and technology helped the migration, immigration, and expansion of settled regions in the United States.	Analyze the development of the slave system in the Americas and its impact. (Triangular Trade, including the trade routes, the people and goods traded, Middle Passage, and the impact on life in Africa and life of enslaved Africans in the American colonies.)
D				Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Vermont.		Identify and describe the major political, economic, and ideological reasons for the American Revolution and it's consequences.

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#2 HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

#2 SUPPORTING STANDARDS 6 - 8

Students will...

	6 (World Geography)	8 (World History)	7 (Integrated U.S. History)
A		Compare and contrast several different calendar systems used in the past and present and their cultural significance.	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing colonists' views of government and their reasons for separating from Great Britain.
B		Use historical perspectives to analyze global issues faced by humans long ago and today.	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of: • establishment of an independent republican government. • creation of the Articles of Confederation. • changing views on freedom and equality. • concerns over the distribution of power within government, between government and the governed, and among people.
C		Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world.	Compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of agriculture, industry, and transportation.
D		Identify the causes and consequences of the growth of agriculture (Agricultural Revolution) and explain why it was a turning point in history.	Explain the ideologies, policies, reasons, and tensions that led to the Westward Expansion. (the Louisiana Purchase, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.)
E			Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	6 (World Geography)	8 (World History)	7 (Integrated U.S. History)
			Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.
F			Analyze the goals and effects of antebellum American reform movements. (education system, the abolitionist movement, suffrage)
G			Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.
H			Evaluate the multiple causes, key events, and complex consequences of the Civil War. (social, political, economic, and cultural)
I			Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#2 HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

#2 SUPPORTING STANDARDS 9 - 12

Students will...

	Disciplinary Core Idea	Course(s)
A	Analyze and critique major historical eras*: including enduring themes**, turning points, events, consequences, and people in the <u>history of the United States</u> and the implications for the present and future.	
B	Analyze and critique major historical eras*: including enduring themes**, turning points, events, consequences, and people in the <u>history of the world</u> and the implications for the present and future.	
C	Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.	
D	Identify and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States using historical sources.	
E	Synthesize information to convey how the past frames the present and make personal connections in a historical context.	
F	Analyze how a historical development or key event has contributed to current social, economic, or political patterns.	
G	Critique the role and contribution of various cultural elements and native and migrant groups to the history and development of a diverse <u>United States society</u> .	
H	Critique the role and contribution of various cultural elements and native and migrant groups to the history and development of diverse <u>world cultures</u> .	

* Major Eras in History		** Enduring Themes
<u>World History</u> - Foundations: Technological and Environmental Transformations - Beginnings to 600 BCE - Classical: Organization and Reorganization of Human Societies	<u>United States History</u> - Original Civilizations - Beginnings to 1607 - Colonization, Settlement, and Communities - 1607-1754 - Rebellion, Revolution and The Nation - 1754-1800	- Freedom and Justice - Conflict and Compromise - Technology and Innovation - Unity and Diversity

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



- 600 BCE to 600 CE • Post-Classical: Regional and Transregional Interactions - 600-1450 CE • Early Modern: Global Interactions - 1450-1750 CE • Modern: Industrialization and Global Integration - 1750-1900 CE • Contemporary: Accelerating Global Change and Realignment - 1900 CE - present	• Expansion and Reform - 1800-1848 • Tension, Conflict, and Reconstruction - 1844-1877 • Gilded Age - 1868-1898 • Economic Crisis, Reform, and World Wars- 1890-1945 • Postwar America - 1945-1960 • Global Power, Civil Rights and Social Reforms - 1960-1980 • Modern America - 1980- present	• Continuity and Change Over Time • Supply and Demand
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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#3 GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

#3 SUPPORTING STANDARDS K - 5

Students will...

	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
A	Describe the location of people, objects, and places, using correct words and phrases such as up, down, near, far, left, right, straight, back, behind, in front of, next to, and between.	Describe places using absolute location (home address) and relative location (behind, between, in front of).	Construct a map of a familiar location (e.g., the school, the neighborhood, a park) that uses symbols, labels, and legends denoting human and physical characteristics of place.	On a current map of Vermont, use cardinal directions, map scales, legends, and titles to locate and describe the town where the school is located, its local geographic features and historic landmarks, and their significance.	Analyze and interpret data from maps (symbols for mountains, rivers, deserts, lakes, and cities) to identify and describe patterns of Earth’s features.	Compare the regional patterns of settlement, control, and governance between the Southern, New England, and Mid-Atlantic colonies. Explain why the geography of each area contributes to the resulting patterns.
B	.	Distinguish between landmasses and bodies of water using maps and globes.	Use maps to describe the location of the local community within the state of Vermont in relation to other significant places in the state.	On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).	On a political map of North America, locate Canada and its provinces and the United States of America and its states and capitals.	On a political map of the 13 colonies, analyze the colonies before the French and Indian War then the 13 colonies with the Proclamation line of 1763.

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
C	Use photographs, their own drawings or other representations to describe places in the immediate neighborhood of the student's home or school.	Use components of culture to describe diversity in family life (foods, language, religion, traditions, etc.)	Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.	Use a variety of visual materials and data sources to describe multiple ways in which Vermont can be divided into regions.	On a map of the world or globe, locate the continents, oceans, and major lines of latitude. Use these features to describe the relative location of Vermont and the United States on a world map.	
D	Describe ways in which the environment provides for basic human needs and wants.	Describe ways in which the physical environment in a place or region affects people's lives.	Suggest ways in which people can responsibly interact with the environment in the local community.	Describe major kinds of economic activity in Vermont today, (agriculture, forestry, manufacturing, maple sugar, tourism) and explain the environmental and geographical factors influencing the location of these activities.	Locate and describe human and physical characteristics of major U.S. regions and compare them to the New England region.	
E				Locate natural resources in Vermont and explain the consequences of their use.	Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons and impacts for the movements.	

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#3 GEOGRAPHY

Students will analyze the interdependent relationships between physical, human, and environmental patterns that shape and influence everyday.

#3 SUPPORTING STANDARDS 6 - 8

Students will...

	6 (World Geography)	7 (World History)	8 (Integrated U.S. History)
A	Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.	Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.	
B	Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.	Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.	
C	Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions.	Explain how forces of conflict and cooperation among people influence the division of the Earth’s surface and its resources.	
D	Locate and describe the characteristics and patterns of major world climates and ecosystems.	Understand how humans used, adapted to, and modified the environment in the era studied.	
E	Describe the culture of the region being studied, including the major languages, religions, social structures, and traditions, and explain how the culture influences people's daily lives.		

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#3 GEOGRAPHY

Students will analyze the physical, human, and environmental geography of VT, the US, and the world to evaluate the interdependent relationships and changes facing human systems in the past, present, and future.

#3 SUPPORTING STANDARDS 9 - 12

Students will...

A	Disciplinary Core Idea	Course(s)
B	Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.	
C	Contextualize the impact of how humans react, adapt, and modify their physical environment and its role in developing culture and society.	
D	Analyze the spatial organization of people, places, and environments on the Earth’s surface using geographic tools and technologies.	
E	Analyze the movement between humans and environmental systems, and evaluate the distribution of people, resources, and ideas, both globally and locally over time.	
F	Analyze geographic features that have impacted unity and diversity in the United States and other nations.	
G	Summarize and interpret the relationship between geographic features and cultures of Native Americans and historical and recent immigrant groups in Vermont, the United States, and the world.	

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#4 CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

#4 SUPPORTING STANDARDS K - 5

Students will...

	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
A	With prompting and support, ask and answer questions about the reasons for rules.	Explain the need for and purposes of rules.	Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom, etc.).	Describe how the Vermont state government reflects the principle of representative government.	Describe the purposes of government as identified in the Preamble of the Constitution.	Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.
B	Identify and explain reasons for rules at home and in school.	Explain fair ways to make decisions and resolve conflicts in the school community.	Explain how local governments balance individual rights with the common good to solve local community problems.	Identify goods and services provided by the state government and describe how they are funded.	Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations. [examples of rights: voting, freedoms of religion, expression, press Examples of values: common good, equality, individual rights, justice]	Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the American Revolution.

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
C	With prompting and support, give examples from literature and informational texts of characters who show authority, fairness, caring, justice, and responsibility, or who show how rules are created and followed.	Describe some responsibilities people have at home and at school.	Use examples to describe how local government affects the lives of people in a community.	Identify the three branches of state government and the powers and responsibilities of each.	Describe the organizational structure of the federal government and how powers are separated among the branches.	Compare the regional patterns and consequences of interactions with Indigenous Peoples and Africans between the Southern, New England, and Mid-Atlantic colonies.
D	Ask and answer questions about national symbols, songs, and texts of the United States.	Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.	Distinguish between personal and civic responsibilities and explain why they are important in community life.	Identify the rights and responsibilities of citizenship.	Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.	

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#4 CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

#4 SUPPORTING STANDARDS 6 - 8

Students will...

	6 (World Geography)	7 (World History)	8 (Integrated U.S. History)
A	Compare and contrast different ideas about the purposes of and various forms of government around the world.	Analyze early civilizations and pastoral societies and compare aspects of their culture, as well as social, economic, and political structure with several modern societies.	Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing
B	Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.	Analyze classical civilizations and empires and their lasting impact.	Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.
C	Evaluate examples of cooperation and conflict within the region under study from different perspectives. (control/use of natural resources, power, wealth, and cultural diversity).	Analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires.	Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.
D			Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.

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GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#4 CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance to accomplish common goals and engage as active citizens in local, national, and/or global political processes.

#4 SUPPORTING STANDARDS 9 - 12

Students will...

	Disciplinary Core Idea	Course(s)
A	Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.	
B	Analyze how the actions of a government affect relationships between individuals, society, and the government for both the United States and governments in other parts of the world.	
C	Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.	
D	Evaluate the purpose and limitations of the foundations, structures, and functions of the United States government.	
E	Compare the American political system with examples of political systems from other parts of the world.	
F	Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.	
G	Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.	
H	Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.	
I	Analyze the political structures, political power, and political perspectives of the diverse historic and current cultures of Vermont, the United States, and the world.	

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



#5 ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in economic systems.

#5 SUPPORTING STANDARDS K - 5

Students will...

	K (Myself and Others)	1 (Communities)	2 (The World Around Me)	3 (VT Studies)	4 (Regions and Cultures of the Americas)	5 (Establishing the United States)
A	With prompting and support, ask and answer questions about buying, selling or trading something and explore how people make choices about the things they need and want.		Give examples of products (goods) that people buy and services people do for each other. Distinguish between producers and consumers of goods and services.	Analyze and compare a major Vermont economic activity today with that same activity or a related activity in the past.	Using an example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.	Compare the patterns and developments of a labor market, use of crops and natural resources, and manufacturing and textile economies between the Southern, New England, and Mid-Atlantic colonies.
B			Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).		Describe the interdependence, benefits, and potential consequences of Vermonters consuming products produced in other regions and countries.	Analyze the interdependence and consequence of trading of goods and services between the Southern, New England, and Mid-Atlantic colonies.

Social Studies

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



C			Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).		Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services.	
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#5 ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in economic systems.

#5 SUPPORTING STANDARDS 6 - 8

Students will...

	6 (World Geography)	7 (World History)	8 (Integrated U.S. History)
A	Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.		
B	Describe how societies organize to allocate resources to produce and distribute goods and services.		
C	Describe how societies organize to allocate resources to produce and distribute goods and services.		
D	Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.		

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#5 ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in economic systems.

#5 SUPPORTING STANDARDS 9 - 12

Students will...

	Disciplinary Core Idea	Course(s)
A	Analyze the role of financial institutions, the financial markets, and government including fiscal, monetary, and trade policies.	
B	Analyze economic activities and policies in relation to freedom, efficiency, equity, security, growth, and sustainability.	
C	Analyze the relationship over time between a region’s economic system and its government with respect to costs and benefits resulting from real-world choices.	
D	Analyze the similarities and differences between economic systems in a variety of regions and groups including Vermont, the United States, and the world.	
E	Analyze multiple views on how resource distribution has affected wealth, poverty, and other economic factors.	