

Social Studies (Global Citizenship) Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's [Education Quality Standards \(EQS\)](#) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.

Graduation Proficiency #: Inquiry

Students make sense of the world around them through questioning, analyzing information to develop reasonable explanations, and communicating in ways that foster the exchange of ideas in a democratic society.

Elementary K-2

Performance Indicators:

- a. Ask relevant and focused questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched (DI.1.K-2, DI.2.K-2)
- b. Analyze and evaluate informational sources and develop reasonable arguments that support inquiry (DI.4.K-2, DI.5.K-2)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Ask relevant and focused questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched	Students (I) can identify what has been seen, read, listened to, and/or researched.	Students (I) can define a variety of relevant and focused questions.	Students (I) can ask relevant and focused questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched.	Students (I) can synthesize solutions to relevant and focused questions.
b. Analyze and evaluate informational sources to develop reasonable arguments that support inquiry	Students (I) can identify examples of informational sources.	Students (I) can compare and contrast informational sources.	Students (I) can analyze and evaluate informational sources, and develop reasonable arguments that support inquiry.	Students (I) can critique arguments that support inquiry.

Graduation Proficiency #1: Inquiry

Students make sense of the world around them through questioning, analyzing information to develop reasonable explanations, and communicating in ways that foster the exchange of ideas in a democratic society.

Elementary 3-5



<p>Performance Indicators:</p> <ul style="list-style-type: none"> a. Generate compelling questions that are open to different interpretations (D1.1.3-5, D1.2.3-5, D1.3.3-5, D1.4.3-5, D1.5.3-5) b. Analyze similarities among historical sources including the maker, date, place of origin, intended audience, and purpose (D3.1.3-5, D3.2.3-5) c. Apply deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group (D4.1.3-5, D4.2.3-5, D4.3.3-5, D4.8.3-5) d. Make and support decisions based on beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues (D4.4.3-5, D4.5.3-5) 				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Generate compelling questions that are open to different interpretations.	Students (I) can ask questions.	Students (I) can identify a compelling question.	Students (I) can generate compelling questions that are open to different interpretations.	Students (I) can synthesize responses of questions to develop solution.
b. Analyze similarities among historical sources including the maker, date, place of origin, intended audience, and purpose.	Students (I) can identify information about a historical source including the maker, date, place of origin, intended audience, and purpose.	Students (I) can interpret information about a historical source including the maker, date, place of origin, intended audience, and purpose.	Students (I) can analyze similarities among historical sources including the maker, date, place of origin, intended audience, and purpose.	Students (I) can develop a logical argument using historical sources including the maker, date, place of origin, intended audience, and purpose.
c. Apply deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group.	Students (I) can identify the benefits of using deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group.	Students (I) can describe the benefits of using deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group.	Students (I) can apply deliberative processes (questioning, researching, presenting, and defending) when making decisions or reaching judgments as a group.	Students (I) can plan and participate in an activity or project in which deliberative processes are used to make decisions or reach judgments as a group.
d. Make and support decisions based on beliefs, experiences, perspectives, and values that underlie their own and others' points of view	Students (I) can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	Students (I) can explain the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	Students (I) can make and support decisions based on beliefs, experiences, perspectives, and values that underlie their own and others' points of view	Students (I) can illustrate how common themes about beliefs, experiences, and values underlie their own and others' points of view



view about civic issues.			about civic issues.	about civil issues.
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Graduation Proficiency #1: Inquiry

Students make sense of the world around them through questioning, analyzing information to develop reasonable explanations, and communicating in ways that foster the exchange of ideas in a democratic society.

Middle School 6-8

Performance Indicators:

- Ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance.
- After examining issues from more than one perspective, define and defend the rights and needs of others in the community, nation, and world.
- Evaluate the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance.	Students (I) can begin to ask questions around an issue of personal, community, or global relevance.	Students (I) can ask questions that encourage inquiry around an issue of personal, community, or global relevance.	Students (I) can ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance.	Students (I) can ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance in a way that provokes action.'
b. After examining issues from more than one perspective, define and defend the rights and needs of others in the community, nation, and world.	Students (I) can examine issues and how they affect people.	Students (I) can examine issues and define and defend the rights and needs of others in the community, nation, and/or world.	Students (I) can examine issues from more than one perspective, and define and defend the rights and needs of others in the community, nation, and/or world.	Students (I) can examine issues from more than one perspective, and define and defend the rights and needs of others in the community, nation, and/or world and propose solutions.



c. Evaluate the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.	Students (I) can recognize an historical source	Students (I) can understand an historical source based on information such as maker, date, place and origin, intended audience, and purpose.	Students (I) can evaluate the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.	Students (I) can evaluate and analyze the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.
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Graduation Proficiency #1: Inquiry

Students make sense of the world around them through questioning, analyzing information to develop reasonable explanations, and communicating in ways that foster the exchange of ideas in a democratic society.

High School 9-12

Performance Indicators:

- a. Ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance.
- b. After examining issues from more than one perspective, define and defend the rights and needs of others in the community, nation, and/or world
- c. Evaluate the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance.	Students (I) can begin to ask questions around an issue of personal, community, or global relevance.	Students (I) can ask questions that encourage inquiry around an issue of personal, community, or global relevance.	Students (I) can ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance.	Students (I) can ask focused, probing, and significant questions that encourage inquiry around an issue of personal, community, or global relevance in a way that provokes action.'
b. After examining issues from more than	Students (I) can examine issues and how they affect	Students (I) can examine issues and define and	Student (I) can examine issues from more than one	Students (I) can examine issues from more than one



one perspective, and define and defend the rights and needs of others in the community, nation, and/or world.	people.	defend the rights and needs of others in the community, nation, and/or world.	perspective, and define and defend the rights and needs of others in the community, nation, and/or world.	perspective, and define and defend the rights and needs of others in the community, nation, and/or world and propose solutions.
c. Evaluate the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.	Students (I) can recognize an historical source	Students (I) can understand an historical source based on information such as maker, date, place and origin, intended audience, and purpose.	Students (I) can evaluate the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.	Students (I) can evaluate and analyze the relevance and validity of an historical source based on information such as maker, date, place and origin, intended audience, and purpose.

Graduation Proficiency #2: History

Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

Elementary K-2

Performance Indicators:

- Compare perspectives of people in the past to those of people in the present (D2.His.4.K-2)
- Compare different accounts of the same chronological event (D2.His.6.K-2)
- Create a chronological sequence of multiple events (D2.His.1.K-2)
- Generate possible reasons for an event or development in the past (D2.His.14.K-2)
- Compare and contrast information provided by different historical sources about the past (Henry.h.d.K-2)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
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a. Compare perspectives of people in the past to those of people in the present	Students (I) can describe life in specific historical time periods	Students (I) can explain patterns in life from specific historical time periods	Students (I) can compare and contrast life in specific historical time periods to life today	Students (I) can make predictions about how life in specific historical time periods will affect life in the future
b. Compare different accounts of the same chronological event	Students (I) can identify individuals and groups who have shaped history.	Students (I) can describe how individuals have shaped history.	Students (I) can analyze similarities and differences of individuals who have shaped history.	Students (I) can generate questions about individuals and groups who have shaped history.
c. Create a chronological sequence of multiple events	Students (I) can list multiple events.	Students (I) can organize multiple events.	Students (I) can create a chronological sequence of multiple events.	Students (I) can explain cause and effect of a chronological sequence of events.
d. Generate possible reasons for an event or development in the past.	Students (I) can name an event or development in history.	Students (I) can describe an event or development in history.	Students (I) can generate possible reasons for an event or development in the past.	Students (I) can analyze which reasons might be more likely to explain the event or development.
e. Compare and contrast information provided by different historical sources about the past	Students (I) can identify information provided by different historical sources about the past.	Students (I) can explain information provided by different sources about the past.	Students (I) can compare and contrast information provided by different historical sources about the past	Students (I) can compile information provided by multiple sources to make a claim about the past.

Graduation Proficiency #2: History



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Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

Elementary 3-5

Performance Indicators:

- a. Compare and contrast life in specific historical time periods to life today (D2.His.2.3-5)
- b. Analyze similarities and differences of individuals and groups who have shaped significant historical changes and continuities (D2.His.3.3-5, D2.His.4.3-5)
- c. Evaluate the different perspectives of individuals and groups from the same historical time period (D2.His.5.3-5, D2.His.6.3-5)
- d. Compare and contrast different accounts of the past provided by different historical sources (D2.His.9.3-5, D2.His.10.3-5)
- e. Examine probable cause and effects of events and developments (D2.His.14.3-5)
- f. Use information from multiple historical sources and evaluate the extent to which they are useful for studying a particular topic (D2.His.11.3-5, D2.His.12.3-5, D2.His.13.3-5)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Compare and contrast life in specific historical time periods to life today	Students (I) can describe life in specific historical time periods	Students (I) can explain patterns in life from specific historical time periods	Students (I) can compare and contrast life in specific historical time periods to life today	Students (I) can make predictions about how life in specific historical time periods will affect life in the future
b. Analyze similarities and differences of individuals and groups who have shaped significant historical changes and continuities	Students (I) can identify individuals and groups who have shaped significant historical changes	Students (I) can describe how individuals and groups have shaped significant historical changes	Students (I) can analyze similarities and differences of individuals and groups who have shaped significant historical changes	Students (I) can generate questions about individuals and groups who have shaped significant historical changes
c. Evaluate the different perspectives of individuals and groups from the same historical time period	Students (I) can identify different perspectives of individuals and groups from the same historical time period	Students (I) can explain why individuals and groups during the same historical time period differed in their perspectives	Students (I) can evaluate the different perspectives of individuals and groups from the same historical time period	Students (I) can develop a logical argument from other perspectives of individuals and groups from the same historical time period



d. Compare and contrast different accounts of the past provided by different historical sources	Students (I) can identify information provided by different historical sources about the past.	Students (I) can explain information provided by different sources about the past.	Students (I) can compare and contrast information provided by different historical sources about the past	Students (I) can compile information provided by multiple sources to make a claim about the past.
e. Examine probable cause and effects of events and developments	Students (I) can identify probable causes and effects of events and developments	Students (I) can give examples of causes and effects of events and developments	Students (I) can examine probable causes and effects of events and developments	Students (I) can plan and develop a solution to potential problems identified in the events and developments
f. Use information from multiple historical sources and evaluate the extent to which they are useful for studying a particular topic	Students (I) can identify historical sources that are useful for studying a particular topic	Students (I) can compare information from multiple historical sources that are useful for studying a particular topic	Students (I) can evaluate the effectiveness of information from multiple historical sources that are useful for studying a particular topic	Students (I) can synthesize information from multiple historical sources that are useful for studying a particular topic.

Graduation Proficiency #2: History

Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

Middle School 6-8

Performance Indicators:

- Describe how life in the United States and/or the world has both changed and stayed the same over time; explain why these changes have occurred.
- Demonstrate an understanding of key historical concepts, time periods, developments, people, places, and events in the United States and/or world, and describe multiple causes and effects of those events.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Describe how life in	Students (I) can identify	Students (I) can describe	Students (I) can describe	Students (I) can analyze



the United States and/or the world has both changed and stayed the same over time; explain why these changes have occurred.	that continuity and change occur over different historical periods.	how life in the United States and/or the world has both changed and stayed the same over time.	how life in the United States and/or the world has both changed and stayed the same over time; explain why these changes have occurred.	the reasons why continuity and change occur over time, and how those patterns relate to current issues.
b. Demonstrate an understanding of key historical concepts, time periods, developments, people, places, and events in the United States and/or world, and describe multiple causes and effects of those events.	Students is beginning to identify key historical concepts, time periods, developments, people, places, and events	Students (I) can identify key historical concepts, time periods, developments, people, places, and events	Students (I) can demonstrate an understanding of key historical concepts, time periods, developments, people, places, and events in the United States and/or world, and describe multiple causes and effects of those events.	Students (I) can demonstrate an in depth understanding of complex key historical concepts, time periods, developments, people, places, and events.

Graduation Proficiency #2: History

Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

High School 9-12

Performance Indicators:

- a) Analyze change and continuity in historical eras.
- b) Determine how complex factors influenced the perspectives of people during different historical eras.
- c) Demonstrate an understanding of key historical concepts, time periods, developments, people, places, and events.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Analyze change and continuity in historical	Students (I) can recognize examples of change and	Students (I) can identify patterns of change and	Students (I) can analyze change and	Students (I) can analyze the causes and



eras.	continuity in historical eras.	continuity in historical eras.	continuity in historical eras.	consequences of change and continuity in historical eras.
b. Analyze how complex factors influenced the perspectives of people during different historical eras.	Students (I) can identify factors that influenced people during different historical eras.	Students (I) can identify complex factors that influenced the perspectives of people during different historical eras.	Students (I) can analyze how complex factors influenced the perspectives of people during different historical eras.	Students (I) can critique complex factors that influenced the perspectives of people during different historical eras.
c. Demonstrate an understanding of key historical concepts, time periods, developments, people, places, and events.	Students are beginning to identify key historical concepts, time periods, developments, people, places, and events.	Students (I) can identify key historical concepts, time periods, developments, people, places, and events.	Students (I) can demonstrate an understanding of key historical concepts, time periods, developments, people, places, and events.	Students have a sophisticated in depth understanding of key historical concepts, time periods, developments, people, places, and events.

Graduation Proficiency #3: Geography

Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

Elementary K-2

Performance Indicators:

- a. Create visual representations of the Earth’s major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations (D2. Geo.1.K-2, D2, Geo.1.K-2,D2.Geo.3.K-2)



- b. Examine patterns of how culture, climate, and environmental characteristics have influenced the way people modify and adapt to their environments (D2.Geo.4.K-2, D2.Geo.5.K-2, D2.Geo.6.K-2)
- c. Analyze the impact of geographic features on the daily lives of various cultures locally and globally, including trade (D2.Geo.8.K-2, D2.Geo.9.K-2, D2.Geo.11.K-2)
- d. Describe how changes in the physical and cultural characteristics of a region, including catastrophic disaster may affect people living in a place (D2.Geo.10.K-2 D2.Geo.12.K-2)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a.Create visual representations of the Earth’s major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations	Students (I) can locate the earth’s major geographic features.	Students (I) can explain relationships between the location of places and regions and their environmental characteristics using a variety of geographic tools and representations.	Students (I) can create visual representations of the Earth’s major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations.	Students (I) can analyze the relationships between location of places and regions and their environmental characteristics using various geographic tools and representations.
b. Examine patterns of how culture, climate, and environmental characteristics have influenced the way people modify and adapt to their environments	Students (I) can identify culture, climate, and environmental characteristics of different elements.	Students (I) can explain how culture, climate, and environmental characteristics influence the way people modify and adapt to their environments.	Students (I) can examine patterns of how culture, climate, and environmental characteristics have influenced the way people modify and adapt to their environments.	Students (I) can investigate how culture, climate, and environmental characteristics influence the way people modify and adapt to their environments.
c. Analyze the impact of geographic features on the daily lives of various cultures locally and globally, including trade	Students (I) can identify the impact of geographic features on the daily lives of various cultures.	Students (I) can explain the impact of geographic features on the daily lives of various cultures.	Students (I) can analyze the impact of geographic features on the daily lives of various cultures locally and globally, including trade.	Students (I) can synthesize information about the impact of geographic features on the daily lives of various cultures.



<p>d. Describe how changes in the physical and cultural characteristics of a region (including catastrophic disaster) may affect people living in a place</p>	<p>Students (I) can identify how changes in the physical and cultural characteristics of a region (including catastrophic disaster) may affect people living in a place.</p>	<p>Students (I) can explain how changes in the physical and cultural characteristics of a region (including catastrophic disaster) may affect people living in a place.</p>	<p>Students (I) can describe how changes in the physical and cultural characteristics of a region (including catastrophic disaster) may affect people living in a place.</p>	<p>Students (I) can investigate how changes in the physical and cultural characteristics of a region (including catastrophic disaster) may affect people living in a place.</p>
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Graduation Proficiency #3: Geography

Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

Elementary 3-5

Performance Indicators:

- a. Create visual representations of the Earth’s major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations (D2.Geo.1.3-5, D2.Geo.2.3-5, D2.Geo.3.3-5)
- b. Examine patterns of how culture, climate, and environmental characteristics have influenced the way people modify and adapt to their environments (D2.Geo.4.3-5, D2.Geo.5.3-5, D2.Geo.6.3-5)
- c. Differentiate between the positive and negative ways humans modify the physical environment and how humans have used technology to do so (D2.Geo.7.3-5, D2.Geo.8.3-5, D2.Geo.9.3-5)



d. Analyze the impact of geographic features on the lives of various cultures day-to-day and over time (D2.Geo.10.3-5, D2.Geo.11.3-5, D2.Geo.12.3-5)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Create visual representations of the Earth's major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations	Students (I) can locate the Earth's major geographic features.	Students (I) can explain relationships between the location of places and regions and their environmental characteristics using a variety of geographic tools and representations	Students (I) can create visual representations of the Earth's major geographic features to explain relationships between location of places and regions and their environmental characteristics using a variety of geographic tools and representations	Students (I) can analyze the relationships between location of places and regions and their environmental characteristics using various geographic tools and representations.
b. Examine patterns of how culture, climate, and environmental characteristics have influenced the way people modify and adapt to their environments	Students (I) can identify culture, climate, and environmental characteristics of different environments	Students (I) can explain how culture, climate, and environmental characteristic influence the way people modify and adapt to their environments	Students (I) can examine patterns of how culture, climate, and environmental characteristics have influenced the way people modify and adapt to their environments	Students (I) can investigate how culture, climate, and environmental characteristics influence the ways people modify and adapt to their environments
c. Differentiate between the positive and negative ways humans modify the physical environment and how humans have used technology to do so	Students (I) can identify the impact of geographic features on the daily lives of various cultures	Students (I) can explain the impact of geographic features on the daily lives of various cultures	Students (I) can differentiate between the positive and negative ways humans modify the physical environment and how humans have used technology to do so	Students (I) can design a plan for improving the negative way humans have modified their physical environment
d. Analyze the impact of geographic features on	Students (I) can identify the impact of geographic	Students (I) can explain the impact of geographic	Students (I) can analyze the impact of geographic	Students (I) can synthesize information about the impact



the lives of various cultures day-to-day and over time	features on the daily lives of various cultures	features on the daily lives of various cultures	features on the daily lives of various cultures	of geographic features on the daily lives of various cultures and representations.
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Graduation Proficiency #3: Geography

Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

Middle School 6-8

Performance Indicators:

- a. Interpret and analyze a variety of effective representations of the earth such as maps, globes, and photographs.
- b. Analyze the contributions of various cultural groups to the world, both past and present.
- c. Understand how the physical geography of the U.S. and/or the World affected its development.
- d. Demonstrates a basic understanding of U.S. and/or World Geography.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Interpret and analyze a variety of effective representations of the earth such as maps, globes, and photographs.	Students (I) can identify representations of the earth such as maps, globes, and photographs.	Students (I) can interpret a selection of representations of the earth such as maps, globes, and photographs.	Students (I) can interpret and analyze a variety of representations of the earth such as maps, globes, and photographs.	Students (I) can utilize and apply a variety of geographical representations of the earth such as maps, globes, and photographs.
b. Analyze the contributions of various cultural groups to the world, both past and present, including immigrants and native peoples.	Students (I) can identify that there are a variety of cultural groups.	Students (I) can describe a variety of cultural groups and their contributions to civilization.	Students (I) can analyze the contributions of various cultural groups to the world, both past and present.	Students (I) can analyze the relative importance of the contributions of various cultural groups, both past and present.



c. Understand how the physical geography of the U.S. and/or the World affected its development.	Students (I) can understand the effects of physical geography on daily life.	Students (I) can provide an example of how the physical geography of the U.S. and/or the World affected its development.	Students (I) can demonstrate an understanding of how the physical geography of the U.S. and/or the World affected its development.	Students (I) can predict how the physical geography of the U.S. and/or the World will affect future world events.
d. Demonstrates a basic understanding of U.S. and/or World Geography.	Students is beginning to demonstrate a basic understanding of U.S. and/or World Geography.	Students (I) can demonstrate a basic understanding of U.S. and/or World Geography.	Students (I) can demonstrate a basic understanding of U.S. and World Geography.	Students (I) can apply their understanding of U.S. and World Geography to historical and current events.

Graduation Proficiency #3: Geography

Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

High School 9-12

Performance Indicators:

- Interpret and analyze a variety of effective representations of the earth such as maps, globes, and photographs.
- Analyze the contributions of various cultural groups to the world, both past and present..
- Understand how the physical geography of the U.S. and/or the World affected its development.
- Demonstrates a basic understanding of U.S. and/or World Geography.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Interpret and analyze a variety of representations of the	Students (I) can identify representations of the earth such as maps,	Students (I) can interpret a selection of representations of the	Students (I) can interpret and analyze a variety of representations of the	Students (I) can utilize and apply a variety of geographical



earth such as maps, globes, and photographs.	globes, and photographs.	earth such as maps, globes, and photographs.	earth such as maps, globes, and photographs.	representations of the earth such as maps, globes, and photographs.
b. Analyze the contributions of various cultural groups to the world, both past and present.	Students (I) can identify that there are a variety of cultural groups.	Students (I) can describe a variety of cultural groups and their contributions to civilization.	Students (I) can analyze the contributions of various cultural groups to the world, both past and present.	Students (I) can analyze the relative importance of the contributions of various cultural groups, both past and present.
c. Understand how the physical geography of the U.S. and/or the World affected its development.	Students (I) can understand the effects of physical geography on daily life.	Students (I) can provide an example of how the physical geography of the U.S. and/or the World affected its development.	Students (I) can demonstrate an understanding of how the physical geography of the U.S. and/or the World affected its development.	Students (I) can predict how the physical geography of the U.S. and/or the World will affect future world events.
d. Demonstrates a basic understanding of U.S. and World Geography.	Students is beginning to demonstrate a basic understanding of U.S. and/or World Geography.	Students (I) can demonstrate a basic understanding of U.S. and/or World Geography.	Students (I) can demonstrate a basic understanding of U.S. and World Geography.	Students (I) can apply their understanding of U.S. and World Geography to historical and current events.

Graduation Proficiency #4: Government

Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

Elementary K-2

Performance Indicators:

- Explain the origins, functions, and structure of different levels of government, including those created by the U.S. and state constitutions (D2.Civ.5.K-2, D2.Civ.6.K-2)
- Explain and demonstrate citizenship and democratic principles within the context of school, community and government (D2.Civ.1.K-2,



D2.Civ.2.K-2,D2.Civ.3.K-2)

- c. Identify problems, plan and implement solutions collaboratively in the classroom, school, or community (D2.Civ.7.K-2, D2.Civ.10.K-2, D2.Civ.8.K-2)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a.Explain the origins, functions, and structure of different levels of government, including those created by the U.S. and state constitutions	Students (I) can define the functions and structure of different levels of government.	Students (I) can compare and contrast the different levels of government.	Students (I) can explain the origins, functions, and structure of different levels of government, including those created by the U.S. and state constitutions.	Students (I) can analyze experience in a simulation relating to the branches of government
b. Explain and demonstrate citizenship and democratic principles within the context of school, community and government	Students (I) can define the democratic principles within the context of school, community, and government.	Students (I) can compare and contrast the democratic principles within the context of school, community, and government.	Students (I) can explain and demonstrate citizenship and democratic principles within the context of school, community, and government.	Students (I) can critique an explanation and demonstration of citizenship and democratic principles within the context of school, community, and government.
c. Identify problems, plan and implement solutions collaboratively in the classroom, school, or community	Students (I) can identify problems in the classroom, school, or community.	Students (I) can determine the cause and effect of problems in the classroom, school, or community.	Students (I) can identify problems, plan and implement solutions collaboratively in the classroom, school, or community.	Students (I) can analyze the effectiveness of implemented solutions collaboratively in the classroom, school, or community.

Graduation Proficiency #4: Government



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Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

Elementary 3-5

Performance Indicators:

- a. Distinguish the responsibilities and powers of government officials at various levels and branches of government (D2.Civ.1.3-5)
- b. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate (D2.Civ.2.3-5)
- c. Examine the origins and purposes of rules laws and key U.S. constitutional provisions (D2.Civ.3.3-5, D2.Civ.4.3-5)
- d. Explain the origins, functions, and structure of different levels of government, including those created by the U.S. and state constitutions (D2.Civ.5.3-5)
- e. Explain core civic virtues and democratic principles within the founding documents that guide government, society and communities (D2.Civ.7.3-5, D2.Civ.8.3-5)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Distinguish the responsibilities and powers of government officials at various levels and branches of government	Students (I) can identify powers of government officials at various levels and branches of government	Students (I) can explain responsibilities and powers of government officials at various levels and branches of government	Students (I) can distinguish the responsibilities and powers of government officials at various levels and branches of government	Students (I) can connect the origins and purposes of the U.S. Constitution to existing levels and branches of government
b. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate	Students (I) can identify the ways individuals participate in a democracy	Students (I) can describe how a democracy relies on people’s responsible participation	Students (I) can explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate	Students (I) can critique how people’s responsible participation in a democracy effects society
c. Examine the origins and purposes of rules laws and key U.S. constitutional provisions	Students (I) can identify the rules, laws, and key U.S. constitutional provisions	Students (I) can give examples of the rules, laws, and key U.S. constitutional provisions	Students (I) can examine the origins and purposes of rules laws and key U.S.	Students (I) can analyze alternative perspectives across a variety of sources relating to rules, laws, and



			constitutional provisions	key U.S. constitutional provisions
d. Explain the origins, functions, and structure of different levels of government, including those created by the U.S. and state constitutions	Students (I) can define the functions and structure of different levels of government	Students (I) can compare and contrast the different levels of government	Students (I) can explain the origins, functions, and structure of different levels of government, including those created by the U.S. and state constitutions	Students (I) can analyze experience in a simulation relating to the branches of government
e. Explain core civic virtues and democratic principles within the founding documents that guide government, society and communities	Students (I) can identify the documents of the U.S.	Students (I) can describe the origins and purpose of the founding documents	Students (I) can explain core civic virtues and democratic principles within the founding documents that guide government, society and communities	Students (I) can apply and adapt core civic virtues and democratic principles to real-world situations

Graduation Proficiency #4: Government

Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

Middle School 6-8

Performance Indicators:

- Describe the basic principles of American democracy.
- Describe how rules and laws are created.
- Analyze key concepts within documents on which U.S. laws are based.
- Describe how government decisions impact and/or relate to their lives.

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
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a. Describe the basic principles of American democracy.	Students (I) can define what a democracy is.	Students (I) can identify the basic principles of American democracy	Students (I) can describe the basic principles of American democracy.	Students (I) can compare and contrast the basic principles of American democracy with other forms of government
b. Describe how rules and laws are created.	Students (I) can describe why rules and laws are necessary in a society.	Students (I) can identify who makes rules and laws.	Students (I) can describe how rules and laws are created.	Students (I) can distinguish between different levels (local, state, national) of rules and laws and the process by which each are made.
c. Analyze key concepts within documents on which U.S. laws are based.	Students (I) can recognize key concepts within documents on which U.S. laws are based.	Students (I) can understand key concepts within documents on which U.S. laws are based.	Students (I) can analyze key concepts within documents on which U.S. laws are based.	Students (I) can apply their understanding of key concepts within historical documents to a current issue.
e. Describe how government decisions impact and/or relate to their lives.	Students (I) identify government decisions.	Students (I) describe government decisions the lives of others.	Students (I) describe how government decisions impact and/or relate to my life.	Students (I) describe how government decisions impact and/or relate to my life and recognize ways to appropriately act in relation to these decisions.

Graduation Proficiency #4: Government

Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

High School 9-12

Performance Indicators:

- a. Identify and discuss issues surrounding the basic principles of American democracy.
- b. Analyze the principles in key U.S. documents and how they apply to their own lives.



- c. Describe how government decisions directly impact citizens locally, nationally, and internationally.
- d. Explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not one's own.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Identify and discuss issues surrounding the basic principles of American democracy.	Students (I) can identify basic principles of American democracy.	Students (I) can identify issues surrounding the basic principles of American democracy.	Students (I) can identify and discuss issues surrounding the basic principles of American democracy.	Students (I) can analyze issues surrounding the basic principles of American democracy.
b. Analyze the principles in key U.S. documents and how they apply to their own lives.	Students (I) can identify key U.S. documents	Students (I) can identify the principles of key U.S. documents and how they apply to their own lives.	Students (I) can analyze the principles in key U.S. documents and how they apply to their own lives.	Students (I) can analyze the principles in key U.S. documents and how they have been interpreted in the past and continue to evolve.
c. Describe how government decisions directly impact citizens locally, nationally, and internationally.	Students (I) can identify what decisions are made by the government.	Students (I) can describe how government decisions directly impact citizens locally, nationally, or internationally.	Students (I) can describe how government decisions directly impact citizens locally, nationally, and internationally.	Students (I) can analyze and predict the potential outcomes of government decisions locally, nationally, and internationally.
e. Explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not one's own.	Students (I) form a point of view on issues that affect me and society.	Students (I) form a point of view on issues that affect me and society and use information gained from reputable sources to defend my views.	Students (I) can explain and defend my own point of view on issues that affect me and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not my own.	Students (I) can explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not my own in relation to my personal actions as a



				citizen of a democracy.
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Graduation Proficiency #5: Economics

Students make economic decisions through their understanding of the interaction between humans, the environment, and the economy.

Elementary K-2

Performance Indicators:

- Compare the benefits and costs of individual choices in jobs, spending, and saving (D2.Eco.6.K-2, D2.Eco.10.K-2)
- Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources (D2.Eco.3.K-2, D2.Eco.4.K-2, D2.Eco.13.K-2)
- Defend personal choices in relation to the use of financial resources (needs vs. wants, spending, saving, banking) (D2.Eco.9.K-2, D2.Eco.10.K-2)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Compare the benefits and costs of individual choices in jobs, spending, and saving	Students (I) can identify the benefits and costs of individual choices.	Students (I) can explain why there are benefits and costs of individual choices.	Students (I) can compare the benefits and costs of individual choices to real-world problems.	Students (I) can apply and adapt benefits and costs of individual choices to real-world situations.
b. Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources	Students (I) can identify procedures of goods and services and needs of consumers in either a local or national market economy.	Students (I) can give examples of how procedures of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources.	Students (I) can explain how procedures of goods and services help satisfy the wants and needs of consumers in a market economy	Students (I) can plan and participate in an economic simulation using procedures and consumers.



c. Defend personal choices in relation to the use of financial resources (needs vs. wants, spending, saving, banking)	Students (I) can identify situations in which personal choices are related to the use of financial resources.	Students (I) can describe situations in which personal choices are related to the use of financial resources.	Students (I) can defend personal choices in relation to the use of financial resources (needs vs. wants, spending, saving, banking).	Students (I) can create a budget using financial resources (needs vs. wants, spending, saving, banking).
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Graduation Proficiency #5: Economics

Students make economic decisions through their understanding of the interaction between humans, the environment, and the economy.

Elementary 3-5

Performance Indicators:

- Compare the benefits and costs of individual choices (D2.Eco.1.3-5)
- Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural human, and capital resources (D2.Eco.3.3-5, D2.Eco.4.3-5, D2.Eco.6.3-5, D2.Eco.13.3-5)
- Justify situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment, budgeting) and financial institutions (D2.Eco.2.3-5, D2.Eco.7.3-5, D2.Eco.9.3-5)

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Compare the benefits and costs of individual choices	Students (I) can identify the benefits and costs of individual choices	Students (I) can explain why there are benefits and costs of individual choices	Students (I) can compare the benefits and costs of individual choices	Students (I) can apply and adapt benefits and costs of individual choices to real-world situations
b. Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and	Students (I) can identify producers of goods and services and needs of consumers in either a local or national market economy	Students (I) can give examples of how producers of goods and services help satisfy the wants and needs of consumers in a market	Students (I) can explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and	Students (I) can plan and participate in an economic simulation using producers and consumers



nationally, by using natural human, and capital resources		economy, locally and nationally, by using natural, human, and capital resources	nationally, by using natural human, and capital resources	
c. Justify situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment, budgeting) and financial institutions	Students (I) can identify situations in which personal choices are related to the use of financial resources (e.g. needs v. wants, spending, savings and investment budgeting) and financial institution	Students (I) can describe situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment, budgeting) and financial institutions	Students (I) can justify situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment, budgeting) and financial institutions	Students (I) can create a budget using financial resources (e.g. needs v. wants, spending, savings, and investment, budgeting) and financial institutions

Graduation Proficiency #5: Economics

Students make economic decisions through their understanding of the interaction between humans, the environment, and the economy.

Middle School 6-8

Performance Indicators:

- Understand the importance of local, national, and international trade and how it affects them.
- Examine how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services and compare and contrast the findings.
- Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- Explain barriers to trade and how those barriers influence trade among nations.

Performance Indicators	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
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<p>a. Students (I) can understand the importance of local, national, and international trade and how it affects them.</p>	<p>Students (I) can identify different types of trade.</p>	<p>Students (I) can understand how local and national trade affects them.</p>	<p>Students (I) can understand the importance of local, national, and international trade and how it affects them.</p>	<p>Students (I) can demonstrate how their economic choices affect local, national, and international trade.</p>
<p>b. Demonstrate an understanding of how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services..</p>	<p>Students can define natural, human, and capital resources and goods and services</p>	<p>Students show a basic understanding of how human, natural, and capital resources are used to produce goods and services</p>	<p>Students can demonstrate an understanding of how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services.</p>	<p>Students understand how world events affect factors of production.</p>
<p>c. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p>Students (I) can define supply and demand.</p>	<p>Students (I) can explain how changes in supply and demand cause changes in prices and quantities of goods and services</p>	<p>Students (I) can explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p>Students (I) can explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies and demonstrate examples of market forces</p>
<p>d. Explain barriers to trade and how those barriers influence trade among nations.</p>	<p>Students (I) can define barriers to trade</p>	<p>Students (I) can explain and give an example of barriers to trade</p>	<p>Students (I) can explain barriers to trade and how those barriers influence trade among nations.</p>	<p>Students (I) can explain barriers to trade and how those barriers influence trade among nations as well as explain how this affects other aspects of international relations</p>



Graduation Proficiency #5: Economics

Students make economic decisions through their understanding of the interaction between humans, the environment, and the economy.

High School 9-12

Performance Indicators:

- a. Understand the basic principles of a market economy as compared with other economic systems.
- b. Develop and utilize a budget.
- c. Analyze the impact of media on buying, spending, and saving.
- d. Examine the causes and long term effects of people's needs and/or wants exceeding their available resources, and propose possible solutions.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Understand the basic principles of a market economy as compared with other economic systems.	Students (I) can identify the concept of an economic system.	Students (I) can understand the basic principles of a market economy.	Students (I) can understand the basic principles of a market economy as compared with other economic systems.	Students (I) can apply their understanding of the basic principles of a market economy to make predictions about economic trends.
b. Develop and utilize a budget.	Students (I) can define what a budget is.	Students (I) can understand the different components of a budget.	Students (I) can develop and utilize a budget.	Students (I) can adjust and adapt a budget based on different life circumstances.
c. Analyze the impact of media on buying, spending, and saving.	Students (I) can understand the basic concept and intent of marketing.	Students (I) can recognize the role of media on buying, spending, and saving.	Students (I) can analyze the impact of media on buying, spending, and saving.	Students (I) can design a marketing strategy that influences buying, spending, or saving.
d. Analyze the causes and long term effects of people's needs and/or wants exceeding their	Students (I) can understand the concept of scarcity.	Students (I) can explain the causes and long term effects of people's needs and/or wants exceeding	Students (I) can analyze the causes and long term effects of people's needs and/or wants exceeding	Students (I) can analyze the causes and long term effects of people's needs and/or wants exceeding



available resources, and propose possible solutions.		their available resources.	their available resources.	their available resources, and propose possible solutions.
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Graduation Proficiency #6: Social Sciences

Students will apply their understanding of human behavior, social life, social interaction, social change, and the consequences of human behavior.

High School 9-12

Performance Indicators:

- a. Define social context in terms of the external forces that shape human behavior.
- b. Analyze why and how the distribution of power and wealth can result in conflict.
- c. Apply psychological knowledge and research to their daily lives.
- d. Explain the interaction of biology and experience (i.e. nature and nurture) and its influence on behavior.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Define social context in terms of the external forces that shape human behavior.	Students (I) can identify the concept of social forces that are external to the individual.	Students (I) can understand how these forces can affect individual decision making and life choices.	Students (I) can analyze the impact of external social forces on the lives of individuals.	Students (I) can apply their knowledge of extrinsic vs intrinsic factors that affect human social development to their own lives and the lives of others.
b. Analyze why and how the distribution of power and wealth can result in conflict.	Students (I) can understand the concept of differential distribution of wealth/power.	Students (I) can explain how this unequal distribution of wealth and power affects the lives of individuals.	Students (I) can analyze the impact of given social positions on the lives and behavior of specific individuals.	Students (I) can analyze and predict how the distribution of wealth and power will continue to affect human societies.



<p>c. Apply psychological/sociological knowledge and research to their daily lives.</p>	<p>Students (I) can understand the results of psychological/sociological research.</p>	<p>Students (I) can understand the results of psychological/sociological research and analyze and critique the findings.</p>	<p>Students (I) can apply the results of psychological/sociological research to their own lives and the lives of others.</p>	<p>Students (I) can analyze and predict how psychological/sociological research will affect human development and improve human lives in the future.</p>
<p>d. Explain the interaction of biology and experience (i.e. nature and nurture) and its influence on behavior.</p>	<p>Students (I) can identify the difference between the concepts nature and nurture (i.e. heredity and environment).</p>	<p>Students (I) can explain how these forces can affect human behavior and development.</p>	<p>Students (I) can analyze the impact of given biological and environmental factors on the lives and behavior of specific individuals.</p>	<p>Students (I) can apply their knowledge of nature and nurture to specific situations in regards to the human condition.</p>

