**Vertical Progression of the Standards for History and Social Science Practice**, **by grade span 2018 History and Social Science Framework**

The Standards for History and Social Science Practice reflect disciplinary skills used by historians, social scientists, and citizens. They include the inquiry processes that are integral to an effective social science curriculum and lay the foundation for active and responsible citizenship. These seven practices integrate with the Content and Literacy Standards and can be applied from Pre-K–12 across all social science disciplines. This document articulates what mastery of each practice standard may look like in each grade span.

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| **Standards for History and Social Science Practice (PS)** | **PreK-2** | **3-5** | **6-8** | | **9-12** | |
| 1. **Demonstrate civic knowledge, skills, and dispositions.** | Describe the roles and responsibilities of people in a community.  Discuss democratic principles such as equality, fairness, and respect and apply these principles when participating in a range of activities. | Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.  Explain how a democracy relies on people’s responsible participation and the implications for how individuals should participate.  Distinguish the responsibilities and powers of government at various levels and branches of government.  Identify and demonstrate core democratic principles that guide government, society, and communities. | Describe the roles of political, civil, and economic organizations in shaping people’s lives.  Compare deliberative processes used by a wide variety of groups in various settings in and beyond the United States.  Differentiate among procedures for making governmental decisions at the local, state, and national level.  Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.  Apply democratic principles in school and community settings, while also recognizing the challenges and dilemmas inherent to democracy. | | **Demonstrate civic knowledge (including core knowledge in civics and government, economics, geography, and history), skills (intellectual and participatory), and dispositions.**  Evaluate various procedures used for making decisions at the local, state, national, and international levels.  Use appropriate deliberative processes in multiple settings; use deliberative and democratic strategies and procedures to make decisions; take action in the classroom, school, and out-of-school civic contexts.  Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.  Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.  Evaluate public policies in terms of intended and unintended outcomes and consequences.  Apply civic virtues, democratic principles, constitutional principles, and human rights in school and community processes, and analyze the impact of personal interests and perspectives on such application. | |
| **Standards for History and Social Science Practice (PS)** | ***PreK-2*** | ***3-5*** | | ***6-8*** | | ***9-12*** |
| 1. **Develop focused questions or problem statements and conduct inquiries.** | Ask questions about a specific topic, including individuals and groups in history. | Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process. | | Develop, evaluate, and revise relevant guiding questions with peer support.  Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. | | **Develop focused questions or problem statements and conduct inquiries** and rigorous investigation of complex ideas.  *See ‘Appendix B: History and Social Science Inquiry’ of the 2018 History and Social Science Framework for more details on conducting inquiries.* |
| 1. **Organize information and data from multiple primary and secondary sources.** | Identify different kinds of historical primary sources (e.g., letters, images, artifacts).  Begin to gather information about the past from age-appropriate primary sources. | Analyze primary and secondary sources to determine main ideas and key details.  Summarize historical events based on information gathered from multiple sources.  Identify how different kinds of historical sources are used to explain events in the past. | | Find and prioritize various types of primary and secondary sources while conducting inquiries.  Organize information from multiple sources while using origin, authority, structure, context, and corroboration to guide the selection of sources. | | **Organize information and data from multiple primary and secondary sources** and determine the kinds of sources that will be helpful in answering guiding and supporting questions around complex topics and ideas.  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 selection. |
| 1. **Analyze the purpose and point of view of each source; distinguish opinion from fact.** | Compare personal point of view with others. | Identify the purpose of various primary sources.  Distinguish opinion from fact in primary sources.  Compare and contrast points of view represented in two or more sources on a related topic and analyze how individuals and groups during the same historical period differed in their perspectives. | | Compare perspectives of people in the past to those of people in the present across multiple sources while clearly distinguishing opinion from fact.  Weigh purpose and varying points of view in multiple sources while conducting inquiries.  Analyze connections among events and developments in broader historical contexts; and analyze multiple factors that influence peoples’ perspectives during different historical eras*,* including race, ethnicity, religion, education, gender, gender identity, sexual orientation, and disability. | | **Analyze the purpose and point of view of each source and distinguish opinion from fact,** taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.  Evaluate purpose and varying points of view in a wide range of sources while conducting independent inquiries.  Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts through the use of primary and secondary sources. |
| **Standards for History and Social Science Practice (PS)** | ***PreK-2*** | ***3-5*** | | ***6-8*** | | ***9-12*** |
| 1. **Evaluate the credibility, accuracy, and relevance of each source.** | Distinguish fictional and informational accounts.  With adults and peers, discuss the maker and date of primary sources. | Identify information about a historical source, including the maker, date, place of origin, and examine its intended audience.  Use distinctions among fact and opinion to determine the credibility of sources.  Discuss the relevance of a source for answering a particular question based upon maker and date. | | With support, detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.  Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.  Analyze the relevance of a source by determining its credibility and intended use. | | **Evaluate the credibility, accuracy, and relevance of each source** and the appropriateness of the historical sources used in a secondary interpretation.  Evaluate the credibility of a source by examining how experts value the source.  Leverage questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. |
| 1. **Argue or explain conclusions using valid reasoning and evidence.** | With adults and peers, discuss and support which reasons might be more likely than others to explain an event or development. | Explain how an author uses reasons and evidence to support particular points in a source, identifying which reasons and evidence support which point(s).  Identify evidence from multiple sources in response to compelling questions.  Use from sources evidence to develop a claim about the past. | | Evaluate an argument and specific claims in a source, distinguishing between claims that are supported by fact, opinion, and reasoned judgement.  Organize applicable evidence into a coherent argument about the past.  Develop claims and counterclaims while pointing out the strengths and limitations of both.  Identify evidence directly from multiple sources in order to strengthen claims.  Participate in collaborative discussions to understand multiple perspectives and best evidence. | | **Argue or explain conclusions using valid reasoning and evidence.**  Critique the use of claims and evidence in arguments for credibility and the use of the reasoning, sequencing, and supporting details of explanations.  Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.  Refine claims and counterclaims attending to precision and significance, pointing out the strengths and limitations of both.  Participate in complex collaborative discussions, weighing multiple perspectives and a range of evidence. |
| **Standards for History and Social Science Practice (PS)** | ***PreK-2*** | ***3-5*** | | ***6-8*** | | ***9-12*** |
| 1. **Determine next steps and take informed action, as appropriate.** | Engage in discussions respectfully with diverse peers.  Use listening, consensus-building, and voting procedures to decide on and take action in classrooms.  Identify a range of local, regional, and global problems, and some ways in which people are trying to address these problems. | Engage in academic discussions respectfully with diverse peers.  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 these actions.  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. | | Engage in informed academic discussions about prejudice, racism, and bigotry in the past and present.  Draw on disciplinary concepts from history, geography, economics, and civics to analyze how a specific problem can manifest itself at local, regional, and global levels over time.  Identify the challenges and opportunities faced by those trying to address a problem.  Assess individual and collective capacities to take action to address local, regional, and national problems, taking into account a range of possible levers of power, strategies, and potential outcomes.  Take informed action as appropriate, including presenting 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). | | **Determine next steps and take informed action, as appropriate.**  Lead and engage in informed academic discussions about prejudice, racism, bigotry and analyze how concepts of freedom, equality, human rights have influenced United States history.  Assess the options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.  Present 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). |