**Social Studies K-12 - Curricular Competency Continuum**

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| Curricular Competency | **K- 1** | **2-3** | **4-5** | **6** |
| **Inquiry** | Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. | * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. | * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. | * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. |
| **Significance** | **Explain the significance of personal or local events, objects, people, and places.** | Explain why people, events, and places are significant to various individuals and groups. | Construct arguments defending the significance of individuals/groups, places, events, and developments. | Construct arguments defending the significance of individuals/groups, places, events, and developments. |
| **Evidence** | Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. | Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. | Ask questions, make inferences, and draw conclusions about the content and features of different types of sources. | Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media. |
| **Continuity and change** | Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same. | Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same. | Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same. | Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present. |
| **Cause and consequence** | Recognize the causes and consequences of events, decisions, and developments in their lives. | Recognize the causes and consequences of events, decisions, and developments in their lives. | Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes. | Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments. |
| **Perspective** | Acknowledge/explore different perspectives on people, places, issues, and events in their lives. | Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events. | Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places. | 5/6 Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations. |
| **Ethical judgments** | Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action. | Make value judgments about events, decisions, and actions, and suggest lessons that can be learned. | Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place. | 5/6 Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. |

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| Curricular Competency | **7-8** | **9-10** | **11-12 (Human Geography)** |
| **Inquiry** | Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. | * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. | * Use geographic inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. |
| **Significance** | Assess the significance of people, places, events, and developments at particular times and places.  Determine what is significant in an account, narrative, map, and text (significance). | Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group. | Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group. |
| **Evidence** | Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions. | Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence. | Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence. |
| **Continuity and change** | Characterizedifferent time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change. | Compare and contrast continuities and changes for different groups during this time period. | Compare and contrast continuities and changes for different groups during this time period. |
| **Cause and consequence** | Determine what factors led to particular decisions, actions, and events, and assess their short-and long-term consequences. | Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. | Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments. |
| **Perspective** | Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places. | Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs. | Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs. |
| **Ethical judgments** | Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past | Recognize implicit and explicit ethical judgments in a variety of sources.  Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond. | Recognize implicit and explicit ethical judgments in a variety of sources.  Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond. |