

2015 History and Social Science Standards of Learning Skills Progression by Grade or Course

Virginia Department of Education- June 2016

Key for Progression Chart

Standard Introduction Level	Symbol
Conceptual Understanding: The student is first introduced to the skill and applies the skill appropriately in varied situations.	C
Scaffolding the Understanding: The student continues to develop the skill and integrate the skill appropriately across new concepts.	S
Analyzing the Understanding: The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.	A

Progression Chart

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT
1a Using information sources to view artifacts, primary and secondary sources	C	S	S	A	A	A	A	A	A	A	A	A	A
1a Using information sources to use artifacts, primary and secondary sources	-	C	S	A	A	A	A	A	A	A	A	A	A
1a Using information sources to identify artifacts, primary and secondary sources	-	-	C	S	S	S	S	A	A	A	A	A	A
1a Using information sources to analyze and interpret artifacts, primary and secondary sources	-	-	-	-	C	S	S	S	A	A	A	A	A
1a Using information sources to synthesize evidence from primary and secondary sources	-	-	-	-	-	-	-	-	C	C	C	S	S

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT
1b Applying geographic skills to use basic map skills	C	S	S	S	S	A	A	A	A	A	A	A	A
1b Applying geographic skills to use geographic information	-	-	-	C	S	S	S	S	A	A	A	A	A
1b Applying geographic skills to analyze the impact of geographic features	-	-	-	-	C	S	S	S	A	A	A	A	A
1b Analyzing geographic skills to use geographic information to determine patterns and trends	-	-	-	-	-	C	C	C	S	S	S	A	A
1c Organizing information to gather and classify information, sequence events, and separate fact from fiction	C	S	S	S	A	A	A	A	A	A	A	A	A
1c Organizing information to use and create charts, graphs, diagrams, and pictures to determine characteristics of people, places or events	-	C	S	S	S	A	A	A	A	A	A	A	A
1c Organizing information to interpret charts, graphs, diagrams, and pictures to determine characteristics of people, places or events	-	-	-	C	S	S	S	S	A	A	A	A	A
1d Questioning and using critical thinking skills to ask appropriate questions to solve a problem	C	S	S	S	S	A	A	A	A	A	A	A	A
1d Questioning and using critical thinking skills to summarize points and evidence to answer a question	-	-	-	C	S	A	A	A	A	A	A	A	A
1d Questioning and using critical thinking skills to recognize points of view and historical perspective	-	-	-	-	C	S	S	S	A	A	A	A	A
1d Questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations	-	-	-	-	-	C	C	C	S	S	S	A	A
1d Questioning and using critical thinking skills to evaluate sources for accuracy, credibility, bias, and propaganda	-	-	-	-	-	-	-	-	C	C	C	S	S
1d Questioning and using critical thinking skills to construct arguments using evidence from multiple sources	-	-	-	-	-	-	-	-	-	-	-	C	C
1e Comparing and contrasting to compare and contrast people, places, or events	C	S	S	S	A	A	A	A	A	A	A	A	A

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT
1e Comparing and contrasting to compare and contrast ideas and perspectives	-	-	-	C	S	S	S	S	A	A	A	A	A
1e Comparing and contrasting to compare and contrast historical, cultural, and political perspectives	-	-	-	-	C	C	C	C	S	S	S	A	A
1f Determining cause-and-effect to recognize direct cause-and-effect relationships	C	S	S	S	A	A	A	A	A	A	A	A	A
1f Determining cause-and-effect to determine relationships with many causes or effects	-	-	-	C	S	S	S	S	A	A	A	A	A
1f Determining cause-and-effect to explain indirect cause-and-effect relationships	-	-	-	-	-	-	-	-	C	C	C	S	S
1g Making connections to make connections between past and present	C	S	S	S	A	A	A	A	A	A	A	A	A
1g Making connections to explain connections across time and place	-	-	-	C	C	S	S	S	A	A	A	A	A
1g Making connections to analyze multiple connections across time and place	-	-	-	-	-	-	-	-	C	C	C	S	S
1h Making economic decisions to use a decision-making model to make informed decisions	-	C	C	C	S	S	S	S	A	A	A	A	A
1h Making economic decisions to use a decision-making model to identify costs and benefits of a specific choice made	-	-	-	-	C	C	C	C	S	S	S	A	A
1h Making economic decisions to use a decision-making model to analyze and explain the incentives and consequences of a specific choice made	-	-	-	-	-	-	-	-	C	C	C	S	S
1i Exercising civic responsibility to practice good citizenship skills while collaborating, compromising, and participating in classroom activities	C	S	S	S	S	S	S	S	A	A	A	A	A
1i Exercising civic responsibility to demonstrate respect for rules and laws	-	C	S	S	S	S	S	S	A	A	A	A	A

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT
1i Exercising civic responsibility to identify the rights and responsibilities of citizenship	-	-	-	-	-	C	C	C	S	S	S	S	S
1i Exercising civic responsibility to identify ethical use of material or intellectual property	-	-	-	-	-	C	C	C	S	S	S	S	S
1j Demonstrating comprehension to develop fluency in content vocabulary, and comprehension of verbal, written, and visual sources	C	C	S	S	S	S	S	S	A	A	A	A	A
1j Demonstrating comprehension to defend positions using content vocabulary	-	-	C	S	S	S	S	S	S	S	S	A	A
1j Demonstrating comprehension to access a variety of media, including online resources	-	-	-	C	S	S	S	S	A	A	A	A	A
1j Demonstrating comprehension to investigate and research to develop products orally and in writing	-	-	-	-	C	S	S	S	A	A	A	A	A