

## **Prototype of SC Historical Thinking Skills Progressions**

The purpose of the Historical Thinking Skill Progressions are to provide tools for teachers to make learning more transparent and to help find the right entry points for students in their progress towards mastering each historical thinking skill. These progressions were designed to be student facing using kid-friendly language. We know that these skills are embedded throughout the SC Social Studies Standards and want to empower students and teachers to be able to make informed decisions about their learning. These progressions can be used as a tool for: self-assessment, conferencing feedback, goal setting, small group lesson planning, reflection, peer feedback, and more.

We used the history courses' (grades K-12) deconstructed skills as guideposts to design the 4 levels of the progression. Levels 1-4 show a continuum of growth in each historical thinking skill. We know that not all of our students perform exactly on grade level; and therefore, students and teachers can use these progressions to find the right entry point for each student's learning. The color coding represents the growth of a given skill across the levels.

Please complete the following [survey](#) to give us feedback about these tools. Your feedback will be used to make additions and changes to these existing samples. Reach out to your Office of Personalized Learning [regional coach](#) if you have any questions

**Historical Thinking Skill Comparison Progression-** Explanation of similarities and differences and the reasons for those differences between groups, time periods, and geographic regions.

★	★★	★★★	★★★★
<p>I can identify characteristics or perspectives.</p> <p>I can identify different characteristics or perspectives.</p> <p>I can identify similar characteristics or perspectives.</p> <p><i>Characteristics = places or events</i></p> <p><i>Perspectives = people or groups</i></p>	<p>I can describe comparisons based on similar or different characteristics or perspectives.</p> <p>I can describe the impacts of differing characteristics or perspectives.</p> <p>I can identify evidence from primary and secondary sources.</p>	<p>I can create a comparative analysis (i.e. proof paragraph, comic strip, etc.) by:</p> <ul style="list-style-type: none"> <li>• Comparing how differing characteristics, or perspectives impacted historical events</li> <li>• Categorizing characteristics to organize my thinking</li> <li>• Drawing conclusions to develop my message</li> <li>• Using evidence to support my thinking</li> </ul>	<p>I can create a comparative analysis (i.e. documentary, debate, etc.) by:</p> <ul style="list-style-type: none"> <li>• Comparing multiple characteristics or perspectives impacted historical events over time, place, and culture.</li> <li>• Analyzing the reasons for similarities and differences</li> <li>• Drawing conclusions about how differing characteristics or perspectives contributed to historical developments.</li> <li>• Providing evidence from multiple sources to justify my comparisons.</li> </ul>

**Reminder: Regardless of the entry point within the progression, students need the opportunity to create pieces of evidence to demonstrate their learning. Consider giving students choices with the list below:**

- [100 Things Students Can Create to Show What They Know](#)
- Consider student generated ideas too!

**Historical Thinking Skill Causation Progression-** Explanation of causes and effects on geography, people, conflict and consensus, centered around the impact of significant events. While historical sequencing is beneficial, students must be able to separate causation from correlation.

★	★★	★★★	★★★★
<p>I can give an example of cause and effect.</p> <p>I can make predictions about what might come next.</p> <p>I can identify multiple causes of historical events.</p> <p>I can identify multiple effects of historical events.</p> <p>I can distinguish between short-term and long-term causes or effects.</p>	<p>I can analyze multiple short and long term causes and effects of historical events by:</p> <ul style="list-style-type: none"> <li>analyzing how previous events contributed to events that followed.</li> <li>describing how history would be different if historical events had different outcomes.</li> </ul>	<p>I can identify turning points and analyze their causes and effects by:</p> <ul style="list-style-type: none"> <li>Explaining how the causes lead to change or continuity.</li> <li>Explaining how the effects lead to change or continuity.</li> </ul> <p>I can use evidence from a source (including the related causes and effects) that demonstrates the significance of that turning point.</p>	<p>I can create an argument that:</p> <ul style="list-style-type: none"> <li>evaluates the impact of multiple turning points over time and draws conclusions about their significance.</li> <li>claims which turning point(s) had the most significant impact on historical continuity and change.</li> <li>provides evidence from multiple sources (including the related causes and effects) that justifies the significance of that turning point.</li> </ul>

\**Arguments* can look like a presentation, a debate, documentary, journal article, etc.

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**Historical Thinking Skill Contextualization Progression-** Correlation between specific circumstances and broad processes immediately relevant to the deeper meaning of primary and secondary sources. The influence of those circumstances and processes on primary sources and vice versa will be evaluated.

★	★★	★★★	★★★★
<p>I can describe when a source was created, where it was created and who created it.</p> <p>I can make connections between historical events.</p> <p>I can explain how historical events connect to events happening at the same time.</p>	<p>I can describe the circumstances around a source:</p> <ul style="list-style-type: none"> <li>when it was created</li> <li>why it was created</li> <li>what it tells you about the background of that author</li> </ul> <p>I can place historical developments in time and place and justify my thinking using evidence.</p> <p>I can analyze how historical developments or events affect the world in both historic and current events.</p>	<p>I can create a claim describing how historical events or circumstances influence the creation of a source by:</p> <ul style="list-style-type: none"> <li>identifying and describing a historical theme.</li> <li>explaining how historical developments have affected the world and the sources of past and present contexts.</li> <li>explaining how the circumstances of those historical developments can be connected to more than one theme.</li> </ul> <p>I can use details from multiple sources to explain how historical events connect to events/themes during different time periods or places.</p> <p>I can analyze historical patterns and the conditions surrounding an event.</p>	<p>I can explain what a particular historical source reveals about its author, intended audience, and purpose to draw conclusions about the time and place in which it was created.</p> <p>I can create an authentic way to express my ideas after:</p> <ul style="list-style-type: none"> <li>analyzing a historical event, theme, or development and the connections to broader (regional, national, or global) events, themes, or developments.</li> <li>synthesizing evidence from multiple, diverse sources to generate original insights.</li> <li>justifying my insights by citing my sources.</li> </ul>

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**Historical Thinking Skill Periodization Progression-** Periodization is the process of structuring historical periods. Periods are artificial historical constructs created in order to group information and better understand similar phenomena. Further, the comparison and connection of different periods and the process of establishing key events as turning points in order to construct one's own unique time periods.

★	★★	★★★	★★★★
<p>I can explain units of time (e.g., decades, half-centuries, and centuries).</p> <p>I can describe characteristics of a major event within a time period.</p>	<p>I can create a summary of a time period by:</p> <ul style="list-style-type: none"> <li>identifying the time periods using units of time (e.g., decades, half-centuries, centuries)</li> <li>organizing major historical events chronologically within the time period.</li> <li>Identify and explain the turning point of a given time period.</li> </ul>	<p>I can use significant turning points to justify the categorization of time periods by:</p> <ul style="list-style-type: none"> <li>Analyzing historical themes to identify the historical period</li> <li>Explaining how significant events and related developments lead to changes in a historical period.</li> </ul>	<p>I can showcase evidence that defines a historical narrative of an era by:</p> <ul style="list-style-type: none"> <li>Analyzing characteristics (political, social, economic, etc.) of an era</li> <li>Connecting turning points within a given era and with other eras/time periods</li> <li>Analyzing the contribution of multiple themes</li> </ul> <p>I can describe the methods historians use to categorize events into an era.</p>

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**Historical Thinking Skill Continuity and Change Progression-** Continuity refers to large-scale historical processes that remain constant while change refers to specific phenomenon that remain limited in time and space. The process involves the identification of patterns that transcend specific time periods.

★	★★	★★★	★★★★
<p>I can describe the characteristics of recurring and changing patterns (continuity and change).</p> <p>I can identify recurring patterns in historical events.</p> <p>I can identify changes in the patterns of historical events.</p>	<p>I can explain the difference between continuity and change.</p> <p>I can describe a continuity that transcends time periods.</p> <p>I can explain changes within a time period.</p> <p>I can identify turning points and explain how they contribute to recurring patterns or changes in patterns.</p>	<p>I can analyze historical patterns of continuity and change over time by:</p> <ul style="list-style-type: none"> <li>identifying patterns chronologically and thematically</li> <li>comparing the impact of continuities that transcend time periods</li> <li>comparing the impact of changes within a period and describe the catalysts for those changes.</li> <li>analyzing themes (social, political, and economic)</li> <li>Using evidence from at least one source that justifies the impact</li> </ul>	<p>I can analyze continuities to justify the overall significance by:</p> <ul style="list-style-type: none"> <li>evaluating the duration of the continuity</li> <li>explaining how broadly effects are felt (across different individuals, groups of society, regions, and nations)</li> <li>using evidence from multiple sources that justifies the significance</li> </ul> <p>I can analyze changes to justify the overall significance by:</p> <ul style="list-style-type: none"> <li>describing how the change represents progress and/or decline for various groups</li> <li>evaluating the degree of change by explaining how broadly effects are felt (across different individuals, groups of society, regions, and nations)</li> <li>explaining the permanence (lasting condition or temporary)</li> <li>using evidence from multiple sources that justifies the significance</li> </ul>

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**Historical Thinking Skill Evidence Progression-** Utilizing historical evidence, especially, primary sources to effectively support arguments.

★	★★	★★★	★★★★
<p>With guidance, I can learn and practice basic search methods (e.g., keywords/categories; databases; websites) to help me choose relevant and credible sources for my particular purpose.</p> <p>With guidance, I can pose questions to learn about the author/creator and how the source was created.</p> <p>I can note the key information that I have identified from source(s).</p> <p>I can share what I learned about the topic from the source.</p>	<p>I can use basic search methods to help me choose relevant and credible sources for my particular purpose.</p> <p>I can generate questions about the source (e.g., <i>Who created it? Why was it created?</i>) and practice ways to evaluate the accuracy of the source (e.g., look for supporting evidence, verify using other sources, check for bias) to determine whether it's reliable.</p> <p>I can make notes and organize key information that I have identified from multiple sources into the provided template.</p> <p>I can make one or more new connections between the topic/question and the key information I have identified from one or more sources.</p>	<p>I can gather important information about the source(s) to evaluate their currency, relevance, authority, accuracy, and purpose (i.e., CRAAP test) and determine their reliability and usefulness for my particular purpose.</p> <p>I can choose and apply a note-taking system to help me gather and organize important information (e.g., key facts, ideas, details, quotes) from multiple sources relevant to my purpose.</p> <p>I can compare information from different sources and use evidence that directly informs my research.</p> <p>I can select key ideas and details to support a claim/argument, explanation, solution, or artistic work.</p>	<p>I can use criteria, relevant search methods, and tools to identify relevant and credible sources reflecting multiple points of view, for my particular purpose.</p> <p>I can systematize the organizational methods used during my research process (e.g. Google Drive, paper and pencil, Noodlebib, Asana) across multiple sources to support my purpose.</p> <p>I can synthesize ideas, claims, supporting details and evidence from multiple, diverse sources.</p> <p>I can provide a rationale for the key ideas and details I chose to support my argument, explanation, solution, or artistic work.</p>

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