

Sample Crosswalk: Holocaust Education, Vermont Portrait of a Graduate (PoG) Through Social Studies, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Outcomes of Holocaust Education	<u>VT PoG through Social Studies</u>	<u>Civic Education Connections from C3 Framework for Standards</u>
<i>Encourages students to promote social justice, human rights, and genocide awareness.</i>	Global Citizenship -- Social studies education introduces students to cultures that may differ from their own; this knowledge can build a foundation which enables students to challenge bias, prejudice and stereotypes. When student knowledge is limited to a single culture it is difficult to accept what is outside their norm.	D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others. D2.Civ10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
<i>Supports the effective examination of basic moral issues.</i>	Critical Thinking and Problem Solving -- Students learn to exercise citizenship skills and utilize democratic principles, such as the recognition of equality and individual rights, when interacting with others in the classroom, the digital environment, and within their communities. Analysis of evidence allows students to assess the credibility of resources representing multiple points of view with the understanding that sources may collide, and	D2.Civ10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

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	differing viewpoints may alter how the data is perceived.	
<i>Provides reflections on the dangers of remaining silent, apathetic, and indifferent to the oppression of others.</i>	Communication -- Social studies students understand that their words can leave an impact, therefore they think first of their intentions before they communicate in print, in person, or digitally. Students also learn that effective communication is a process that involves active impact participation. The consumers of information are equally as important as the presenters; active listening is instrumental to successful communication.	D2. Civ.12.9-12 Analyze how people use and challenge local, state, national and international laws to address a variety of public issues. D2. Civ. 14. 9-12 Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights.
<i>Helps students identify danger signals and to know when to take constructive actions.</i>	Communication -- Careful listening and intentional word choice build trust and respect for others, strengthen student dispositions - such as patience and concentration - and build on the democratic process. The social studies disciplines have provided students with a strong foundation to act responsibly and advocate for positive change when they encounter injustice.	D2. Civ. 9.9-12 Use appropriate deliberative processes in multiple settings.
<i>Supports students in understanding the roots and ramifications of prejudice, racism, and stereotyping in any society.</i>	Well-Being -- Social studies education provides students with the intellectual context for studying how humans have interacted with each other and the environment over time. This knowledge enables students to develop and hone a sense of self as lessons from both the	D2.His.5.9-12 Analyze how historical contexts shape and continue to shape people's perspectives.

	past and present serve as a guide to future goals	D2. His.14.9-12 Analyze multiple and complex causes and effects of events in the past.
<i>Provides understanding about the responsibility of citizens in any society</i>	Global Citizenship -- It is important within a democratic society that students engage within their communities and partake in civic practices such as voting, volunteering and jury service. Productive civic engagement is also evidenced when students contribute to public discussions, challenge injustices, collaborate for change, practice social responsibility, and respect the rights afforded to others.	D2. Civ.5. 9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2. Civ.10 9-12 Analyze the impact and the appropriate roles of personal interest and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
<i>Has the potential to encourage young people to think about how to make a positive impact through individual and group actions.</i>	Academic Proficiency -- Students will learn to engage in lifelong civic practices to bring about positive change through a commitment to democratic values.	D2. Civ.12.9-12 Analyze how people use and challenge local, state, national and international laws to address a variety of public issues. D2. Civ. 14. 9-12 Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights.
<i>Gives students the opportunity to develop an awareness of the value of diversity in a pluralistic society</i>	Global Citizenship -- In our diverse society, with an ever-changing political climate, it is important that students practice tolerance when faced with differing opinions, points of view, cultures, religions, and understandings	D2.Civ10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues,

	of gender; having a strong civic disposition leads to the respect for human dignity and individual worth.	democratic principles, constitutional rights, and human rights.
<i>Encourages sensitivity to the positions of minorities.</i>	Learner Agency -- As they construct arguments, provide explanations, listen to, and share ideas and perspectives, students are learning to be cognizant of bias and value the dissonance of opinion. Social studies practices - such as critical thinking, problem solving, communication and questioning -- are skills needed in life beyond the classroom as they promote successful civic engagement	D2.Civ10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
<i>Helps students to develop an expanded view of humanity.</i>	Well-Being -- By becoming civically engaged, students honor the virtues and democratic principles of mutual respect, honesty, cooperation, equality and respect for individual rights when interacting with others, as well as when acting on one's own behalf. Students understand how they view themselves within social, cultural and political spheres and how their actions and behaviors are interpreted by others.	D2. Civ. 14. 9-12 Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights.