

Chariho Regional School District

Social Studies Curriculum Grades K - 12

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Social Studies Task Force Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Introduction

Social Studies is the systematic study of people and societies, past and present. It begins with self and family at the elementary level and progresses to nation and world at the middle and high school levels. At the high school level, the history narrative will be organized along thematic concepts and enduring essential questions.

Firmly rooted in history and geography, social studies also integrates concepts from economics, civics, anthropology, psychology, sociology, and the humanities. Informed by national and local standards in the Social Studies areas, the goal of this Social Studies curriculum is to empower students to become inquirers and responsible thinkers. Students should see themselves as active participants in a diverse, democratic society and interdependent world.

District Mission

The Chariho Regional School District is a partnership of students, staff, parents, and community whose mission is to provide all students with an outstanding education emphasizing high academic standards and the skills needed to become lifelong learners and productive citizens in a complex and changing society.

District Beliefs

We believe that:

- High academic standards are the foundation of this school district;
- All students can learn;
- Well-rounded education is a shared responsibility of students, parents, school staff, and the entire community;
- Learning is a continuous, lifelong process;
- Students, staff and the community challenge themselves and one another to expect the best;
- All students, staff and community have unique talents and abilities that are to be acknowledged, encouraged and developed;
- Highly capable students must be engaged in rigorous and challenging academic experiences;
- Appropriate resources are necessary to support learning within and outside of our schools;
- Schools are safe, secure and nurturing environments;
- Program assessment is based on student learning measured against established standards;
- Everyone must be treated with respect;
- Schools prepare students to be creative thinkers, problem-solvers and effective communicators.

Hallmarks of Excellence for Social Studies Desirable Features of the Curriculum

MORE

- In-depth study of topics
- Opportunities for student choice
- Active learning
- Opportunities for interaction
- Integration with other disciplines
- Connections to real-life experiences and current issues
- Study of diverse cultures
- Authentic assessment
- Student responsibility for learning
- Mass media
- Primary Source documents

LESS

- cursory coverage of content
- Directed study
- Memorization of isolated facts
- Lecture only
- Isolated study
- Textbook only study
- Focus on one dominant cultural perspective
- Assessments that test only factual knowledge
- Teacher-centered learning

Statement of Educational Goals for Social Studies

Chariho Regional School District graduates will have demonstrated proficiency in the Social Studies standards. They will be able to apply a broad base of knowledge using the skills and tools of the social sciences to understand and solve political, social, and economic problems.

Chariho graduates will be critical thinkers who demonstrate strong cultural awareness and an understanding of the interrelationships among local, national, and global social structures. They will be strong communicators who can effectively present their ideas in a diverse and democratic culture. As life-long learners, they will continue to apply learned skills and concepts, promoting the values of our democratic society.

Content/Process Standards for Social Studies

The Chariho Regional School District Social Studies Content Standards for grades K - 12 are:

National Curriculum Standards for Social Studies (Grades K-4)

National Standards for History (NHS) (Grades 5-12)

Rhode Island Grade Span Expectations for Social Studies (GSEs) (Grades K-12)

Social Studies Performance Standards by Grade

Grades K-4

Standard: SS/1.0: The student knows and understands how people are affected by culture and cultural diversity.

GSEs: C&G- 1, 2, 5; HP- 3, 5.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Explore similarities and differences of students and how they live.● Identify important personal days such as birthdays.● Describe daily life for individuals in different communities.● Participate in cultural celebrations marking important events.
Grade One (Family) <ul style="list-style-type: none">● Participate in cultural celebrations marking important events, with an emphasis on literature, music, and art.● Describe how people with different perspectives view events in different ways.● Describe the many groups to which the individual and family belong.● Explore similarities and differences of families and how they live.
Grade Two (Neighborhoods) <ul style="list-style-type: none">● Describe similarities and differences in the ways people function in homes, schools, and neighborhoods.● Identify different cultures in the neighborhood.● Participate in cultural celebrations marking important events, with an emphasis on literature, music, and art.● Explore similarities and differences of neighborhoods in different settings such as farms and cities.
Grade Three (Communities) <ul style="list-style-type: none">● Describe similarities and differences in the ways people function in their own community.● Compare cultural celebrations marking important events, with an emphasis on literature, music, and art.● Identify ethnic groups of the community and understand the heritage, ethnic origins, customs, and traditions of these groups.● Compare how members within cultures interact with each other and their environment.
Grade Four (Rhode Island) <ul style="list-style-type: none">● Describe similarities and differences in the ways people live in Rhode Island.● Understand ethnic origins and identify ethnic groups of Rhode Island.● Participate in cultural celebrations marking important events in Rhode Island with an emphasis on literature , music, and art.● Identify how a culture has changed over time.● Compare how people with different perspectives view events in different ways.

Standard: SS/2.0: The student knows and understands the ways people view themselves in and over time.

NHS: 1, 2, 3, 5; GSEs: HP- 1, 2, 3, 4.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Explain why selected holidays are important.● Explain the concepts of past, present, future, and long ago, using a variety of sources.● Compare and contrast different stories or accounts about self.● Organize events in temporal order using a calendar.
Grade One (Family) <ul style="list-style-type: none">● Organize events in temporal order using a calendar.● Compare and contrast different stories or accounts about family using a variety of sources.● Identify and categorize the kinds of information obtained from a variety of artifacts and documents.● Present their family history, using stories, tools, photos, and artifacts.
Grade Two (Neighborhoods) <ul style="list-style-type: none">● Describe the effects important inventions, events, and people have on neighborhoods over time.● Explain how a sequence of events affects people in home, classroom, or school.● Describe similarities and differences in objects, artifacts, and technologies from the past and present.● Explain how heroes from long ago and the recent past have made a difference in people's lives.● Explain how their school has changed over time.
Grade Three (Communities) <ul style="list-style-type: none">● Explain the history of the students' community.● Trace their community's history including its founders using a variety of sources.● Show how their community has changed over time.● Describe the difference between primary and secondary sources.● Classify objects, artifacts, and symbols and describe how they add to our understanding of the past.
Grade Four (Rhode Island) <ul style="list-style-type: none">● Explain the concept of generations.● Explain the history of Rhode Island past and present, using a variety of sources, and make predictions for the future.● Explain and infer how a sequence of events affected people of Rhode Island.● Use the Big 6 method to research historical places in Rhode Island such as the State House.● Compare and contrast the lives of Americans who influenced the development of Rhode Island.● Interpret information from primary and secondary sources.● Organize information obtained to answer historical questions.● Identify how past events impacted interactions in Rhode Island.● Interpret and explain similarities and differences in objects, artifacts, technologies, ideas, or beliefs from the past and present.

Standard: SS/3.0: The student knows and understands the interrelationships among people, places and environments.

NHS: 1. GSEs: C&G- 1, 2, 5; HP- 2, 3, 4; G- 1, 2, 3, 4.

Students will demonstrate the ability to:

<p>Kindergarten (Self)</p> <ul style="list-style-type: none">• Demonstrate near, far, behind, and in front.• State the name of their community.• Demonstrate familiarity with the school’s layout.• Identify the purpose of a variety of maps.• Describe how to help someone who is near you.• Identify the seasons.• Identify how weather effects the way you dress.• Identify events that affect how people interact, such as moving to a new school.• Identify natural/physical features.
<p>Grade One (Family)</p> <ul style="list-style-type: none">• Demonstrate that a globe is a model of the way the earth looks.• Recall the name of their state and locate it on a map.• Distinguish between land and water on maps and globes.• Describe reasons why people may or may not move.• Locate where they live on a map, and state their address.• Understand that there is more water than land on earth.• Identify natural resources (e.g. fish from sea), and which ones you need.• Identify and describe human-made features in different places.• Demonstrate left and right.• Identify the words north, south, east, and west.• Identify climate and weather.
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none">• Identify parts of maps and globes, and explain how they are used.• Name their country.• Recognize the cardinal directions.• Identify basic landforms.• Compare different neighborhoods to their own.• Understand what makes up a neighborhood.• Describe how the geography of a neighborhood influences what activities take place there.• Identify how a neighborhood could be changed and why.• Read maps of a neighborhood.• Know geography of a neighborhood.

- Identify and describe buildings, landmarks, or features in a neighborhood and their origin.
- Construct neighborhood maps using various resources.
- Know that a neighborhood is part of a community and know how to help take care of it.
- Organize information about people, places, and environments in spatial context.

Grade Three (Communities)

- Estimate distance and calculate scales.
- Locate various landforms and water forms in their community.
- Demonstrate an understanding of relative location, direction, size and shape.
- Understand the name of their continent and the four hemispheres.
- Understand the location of the equator, prime meridian, and hemispheres.
- Explain the parts of a map.
- Demonstrate how to use globes, maps, photographs, charts, graphs, grids, and atlases.
- Describe changes in seasons, climate, and weather and how they affect their community.
- Read and make maps of the community.
- Know how a community relates to a state and country.
- Compare reasons why people have moved from a community.
- Explain ways in which geographical features determine how people live and work.
- Explain the origin, name, or significance of local geographic and human-made features.
- Identify how geographic features impacted interactions in communities, such as a river as a barrier.
- Create a solution for a community environmental problem.

Grade Four (Rhode Island)

- Locate various landforms and bodies of water in Rhode Island.
- Demonstrate how to use resources, such as maps, globes, graphs, grids, and charts, to obtain information.
- Identify the 50 states and capitals.
- Identify geographic boundaries in villages, towns, cities, and counties.
- Estimate distances and calculate scales.
- Locate rivers and their uses.
- Explain the origin, name, or significance of Rhode Island geographic and human-made features.
- Identify how expansion has influenced interactions between people.
- Define a region and its associated places.
- Explain the differences between regions and places.
- Explain how natural/physical features and human-made features make a place unique.
- Contrast how people in different places describe their physical environment.
- Describe how physical geography defines boundaries of regions.
- Describe how features of a place affect human cooperation or conflict.
- Compare and contrast the effects of changing a place.

Standard: SS/4.0: The student knows and understands individual development, and social and cultural influences that shape personal identity. NHS: 1; GSEs: C&G- 1, 2, 5; HP- 3, 4.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Explore factors that contribute to their own personal identity (interests).● Help others, take turns, and share.● Exhibit safety.● List the pros and cons of personal decisions.● Understand days that are important to them, such as birthdays.
Grade One (Family) <ul style="list-style-type: none">● Explain how families differ through traditions.● Describe their family and how they are alike or different from other families.● Understand the history of their family.● Identify how events and people shape family and school life.● Define themselves through a family tree.
Grade Two (Neighborhoods) <ul style="list-style-type: none">● Describe the makeup of different schools or neighborhoods and how they are constantly changing.● Compare how neighborhoods differ.● Identify events and factors that can affect how people interact.● Explain various groups to which students belong.● Describe the characteristics of a neighborhood.
Grade Three (Communities) <ul style="list-style-type: none">● Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.● Explore factors that contribute to one's personal identity in a community such as physical attributes, gender, race, or culture.● Describe personal characteristics including interests, capabilities, and perceptions.● Interpret how events, people and ideas shape life in the community.● Explain how individuals can take responsibility for their actions and how their actions impact their community.
Grade Four (Rhode Island) <ul style="list-style-type: none">● Analyze a particular event in Rhode Island to identify reasons individuals might respond to it in different ways.● Identify people, groups, and institutions in Rhode Island that contribute to individual development and personal identity.● Evaluate how you express your own identity, as someone living in Rhode Island.● Interpret how events, people and ideas shape life in Rhode Island.

Standard: SS/5.0: The student knows and understands that interactions among individuals, groups, and institutions play an integral role in a person's life. GSEs: C&G- 1, 2, 3, 4, 5.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Respect others and their property.● Cooperate with peers and adults.● Work independently as well as in groups.
Grade One (Family) <ul style="list-style-type: none">● Understand the elements of fair play and good sportsmanship.● Recognize problems people face and how they solve them.● Understand rules and responsibilities of family.● Understand how to work well with others.
Grade Two (Neighborhoods) <ul style="list-style-type: none">● Know who to go to for help.● Understand the roles of leaders in school and at home.● Describe a sequence of events from personal, classroom or community life.● Identify and describe how people in different places view their environments.● Identify roles of group situations (students, family members, peers).● Explain conflict and resolutions among individuals and in groups.● Work independently and cooperatively to accomplish goals.
Grade Three (Communities) <ul style="list-style-type: none">● Describe various groups of people that live together in communities.● Understand various group influences in a community.● Understand how groups work to meet community needs to promote the common good.● Understand the responsibilities of community members.
Grade Four (Rhode Island) <ul style="list-style-type: none">● Understand the concept of social classes.● Explore the interactions of individuals and social groups.

Standard: SS/6.0: The student knows and understands how people create and change structures of power, authority, and governance. GSEs: C&G- 1, 2, 3.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Show fairness and equality.● Cooperate with others.
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<ul style="list-style-type: none"> ● Respect the rights of others. ● Use good manners.
<p>Grade One (Family)</p> <ul style="list-style-type: none"> ● Identify authority figures within their family, community, and nation. ● Play fairly. ● Describe the role of a leader, fair decision-making, and explain how it affects others. ● Demonstrate good manners.
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> ● Recognize the role of a governor, vice president, and president. ● Explain the rights and responsibilities of individuals within a neighborhood. ● Understand the responsibilities of living in a neighborhood. ● Respect the rights and property of others. ● Understand the concept of cooperation as it relates to the good of all.
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> ● Explain the purpose of community governments. ● Explain the rights and responsibilities of individuals. ● Explain the purpose of government services in a community. ● Recognize concepts such as fairness and equality. ● Compare rules and laws. ● Cite examples of local services provided for the common good.
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> ● Make, apply and enforce rules. ● Identify authority and the limits to their power. ● Recognize, describe, and demonstrate leadership characteristics and fairness. ● Identify the levels of local, state, and national government. ● Identify the three branches of government, their roles and purposes. ● Explain the US Constitution, the Bill of Rights, and the reasons they are important. ● Identify representative leaders at all levels.

Standard: SS/7.0: The student knows and understands why and how people organize for the production, distribution, and consumption of goods and services. GSEs: C&G- 1, 5; E- 1, 2, 3; G- 4.

Students will demonstrate the ability to:

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> ● Describe work, careers, or jobs that people do. ● Explain basic family needs and wants such as food, clothing, and shelter. ● Understand ways people exchange for goods and services.
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<ul style="list-style-type: none"> ● Identify basic environmental resources needed in daily life.
<p>Grade One (Family)</p> <ul style="list-style-type: none"> ● Compare and contrast the basic needs and wants of different families such as food, clothing, and shelter. ● Identify how goods and services are shared as a family. ● Understand that families make choices about how to spend money based on costs. ● Identify ways people exchange money for goods and services. ● Explain how the availability of resources affects production of goods and offering of services for families' consumption.
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> ● Understand the common needs and wants of all people in all neighborhoods. ● Identify that human and natural resources come from many sources. ● Recognize the purpose of saving money. ● Understand taxes pay for community services. ● Identify how students in the classroom exchange and consume resources. ● Identify positive and negative economic choices and incentives that affect behavior and choice. ● Explain the ways people earn a living in various neighborhoods.
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> ● Identify examples of private and public goods and services in a community. ● Understand the basic needs of a community and how they are met. ● Analyze the costs and benefits of making a purchase for both the community and its members. ● Identify examples of resources used in the production of products. ● Explore the role of money in everyday life. ● Give examples of buying, selling, and servicing. ● Identify factors in the community that effects price. ● Explain the positive and negative incentives that influence behavior (cost vs. benefits received). ● Demonstrate the understanding of the reasons people share scarce or abundant resources. ● Explain how local taxes and spending effect people and businesses.
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> ● Discuss the economic growth of Rhode Island over time (compare and contrast). ● Explain the economics of Rhode Island. ● Explain how people depend on their environment to earn a living. ● Explain how some people in RI with rare skills can charge more for their services. ● Demonstrate an understanding of the factors that effect price. ● Explain the pros and cons of personal and organizational decisions that impact Rhode Island. ● Explain how scarcity or abundance of items effects the choices people make to meet their wants and needs in RI. ● Demonstrates an understanding of how state taxes and spending effect people and businesses. ● Identify how how state spending on the work force training can benefit the state and global economy

Standard: SS/8.0: The student knows and understands the relationship among science, technology, and society. NHS: 3. GSEs: C&G- 3, 5; HP 2, 4.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Identify traffic symbols.● Explain the concept of recycling and conserving in the classroom.
Grade One (Family) <ul style="list-style-type: none">● Identify ways to recycle and conserve in the classroom.● Identify ways technology has affected our lives.
Grade Two (Neighborhoods) <ul style="list-style-type: none">● Understand the cause and effect of pollution and conservation.● Explain the ways in which transportation and communication have changed.● Explore ways we interact with others around the world.
Grade Three (Communities) <ul style="list-style-type: none">● Use the Big 6 method to research how inventions have changed the United States.● Identify ways technology has changed people and their communities both positively and negatively.● Understand communication links, such as television, radio, newspaper, technology, and telephone among communities.
Grade Four <ul style="list-style-type: none">● Identify examples in which science and technology have had an impact on people's lives including goods and services.● Explain how innovations or inventions have impacted interactions between people, communities, regions, and nations.● Identify examples in which science and technology have led to changes in the physical environment in Rhode Island.● Identify examples of laws and policies that govern scientific and technological applications such as Endangered Species Act and EPA.

Standard: SS/9.0: The student knows and understands global connections and interdependence. GSEs: C&G- 1, 2, 3, 5.

Students will demonstrate the ability to:

Kindergarten (Self) <ul style="list-style-type: none">● Explore ways that language, art, and music may facilitate global understanding.● Explore cooperation among individuals.
Grade One (Family) <ul style="list-style-type: none">● Demonstrate a commonality between their families and families throughout the world.● Explore ways that language, art, music, and other cultural elements may facilitate global understanding.
Grade Two (Neighborhoods) <ul style="list-style-type: none">● Understand that goods come from near and far.● Explore other people and places.

<ul style="list-style-type: none"> ● Provide examples of how other cultures celebrate.
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> ● Discuss how people in the community exchange products globally. ● Discuss the concept of import and export. ● Explore causes, consequences, and solutions to emerging global issues that affect the community, such as pollution.
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> ● Explain how current events around the world affect their lives. ● Locate where different nations are in the world. ● Exploring current issues using a variety of print and non-print sources. ● List and explain the pros and cons of personal and organizational decisions.

Standard: SS/10.0: The student knows and understands the ideals, principles, and practices of citizenship in a democratic republic. GSEs: C&G- 1, 2, 3, 4.

Students will demonstrate the ability to:

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> ● Follow rules and know the consequences of breaking them. ● Accept responsibilities. ● Identify patriotic symbols and holidays. ● Recognize good behavior.
<p>Grade One (Family)</p> <ul style="list-style-type: none"> ● Know why rules are important. ● Follow directions. ● Participate in voting or a survey. ● Recite the “Pledge of Allegiance.” ● Respect the rights and opinions of others. ● Recognize how the common good can be strengthened through various forms of citizen action.
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> ● Understand what rules and laws are and why they are important. ● Be a good neighbor. ● Sing “America.” ● Use a variety of sources to illustrate the basic values of democracy.
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> ● Explain why all communities need a government with leaders, laws, and consequences. ● Demonstrate the ability to work together. ● Understand the responsibilities of a citizen. ● Explore the effectiveness of citizens in relation to making choices for the community by voting.

- Explore democratic values through patriotism, symbols, and other sources.
- Discuss current events. (E1d)
- Respect the rights and properties of others.
- Follow rules and recognize the importance of rules.

Grade Four (Rhode Island)

- Identify and explain the meaning of symbols used to depict American values.
- Provide examples of the basic values and principles of American democracy.
- Exhibit and explain what it means to be a responsible member of a group.
- Exhibit respect for self and authority figures.
- Demonstrate an understanding of others' points of view.
- Provide examples of individuals' and groups' rights and responsibilities.
- Demonstrate and explain how personal choices can affect rights, responsibilities, and privileges of self and others.
- Work cooperatively in a group demonstrating individual/personal responsibility to complete a task.
- Identify and explain conflicts and resolutions by the courts or other authorities.
- Identify forms and levels of civic participation and how they affect the common good.
- Engage in a variety of forms of participation and explain the purpose of each form.
- Identify problems, plan and implement solutions, and evaluate the outcomes in the classroom, school, community, state, nation, and world.

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study**

Social Studies Performance Indicators for Grade 5

National History Standards for Grade 5 - United States

Native Americans

Era 1: Three Worlds Meet (Beginnings to 1620)

Era 1-NHS Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

NHS.1-1A

The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

The student will be able to:

- Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas
- Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas.
- Explain the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization.
- Explore the mound-building society.
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others (C&G 5-1a)
- Identify and discuss factors that lead to the breakdown of order among societies. (C&G 5-2a)
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. (HP 1-1a)
- Use evidence to support the stories of history. (HP 1-1b)
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. (HP1(5-6)-1c)
- Identify sequential events, people, and societies that have shaped RI today. (HP 2-1a)
- Compare and contrast the development of RI ethnic history to the nation's history. (HP 2-1b)
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. (HP 2-1c)
- Place key events and people of a particular historical era in chronological sequence. (HP 2-2a)
- Summarize key events and explain the historical contexts of those events. (HP 2-2b)
- Identify the cultural influences and diversity that shape individuals and historical events. (HP 3-2c)
- Explain how shared events affect how individuals and societies adapt and change. (HP 4-1a)
- Compare and contrast the diversity of different groups and places within the same group over time. (HP 5-1a)
- Describe how diversity contributes to conflict, cooperation, growth, or decline. (HP 5-2b)
- Identify how cultural expectations impacted people's behavior. (HP 5-2a)
- Compare the characteristics of different regions or places. (G 2-2a)
- Explain the difference between region and place. (G 2-2b)

- Research a region to analyze how geography shapes a culture. (G 2-3b)
- Research how people depended on their environment and how the environment influenced a civilization. (G 4-1a,b)
- Analyze the impact of human reactions to environment changes. (G 4-2b)

NHS.1-1B

The student understands changes in Western European societies in the age of exploration.

Student will be able to:

- Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. [Identify historical antecedents]

NHS.1-1C

The student understands developments in Western African societies in the period of early contact with Europeans.

The student will be able to:

- Describe the physical geography of West and Central Africa and analyze its impact on settlement patterns, cultural traits, and trade. [Draw upon data in historical maps]
- Describe people's reaction to changes in their environment and analyze their reactions to the changes. (G 4-2a)

NHS.1-1D

The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

The student will be able to:

- Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems] (C&G4-1c)
- Compare social organizations, including population levels, urbanization, family structure, and modes of communication. [Compare and contrast different social organizations] (HP5-1a)
- Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions] (E3-1a)(E1-1a) (E2-1a)
- Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. (HP3-2c) (HP5-2a)
- Identify the basic functions of government. (C&G1-1a)
- List and define various forms of government (dictatorship, democracy, parliamentary, monarchy etc.). (C&G1-1b)
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. (C&G5-1a)
- Locate different nations in the world in relation to the U.S. (C&G5-1b)
- Identify the cultural influences that shape individuals and historical events. (HP3-2c)
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions, and to form an opinion to share with others. (HP1-1a)
- Use evidence to substantiate specific accounts of human activity. (HP1-1b)
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. (HP1-1c)

- Identify sequential events, people, and societies that have shaped RI today. (HP2-1a)
- Compare and contrast the development of RI ethnic history to the nation's history. (HP2-1b)
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. (HP2-1c)
- Place key events and people of a particular historical era in chronological sequence. (HP2-2a)
- Summarize key events and explain the historical contexts of those events. (HP2-2b)
- Demonstrate the ability to compromise and show respect for the opinion of others. (C&G4-3ab)
- Explain the difference between human, natural, capital, man-made, and renewable vs. finite resources. (E1-1a)
- Explain reasons that led to interactions among people in different nations. (HP4-2b)

Exploration

Era 1: Three Worlds Meet (Beginnings to 1620)

ERA 1-NHS Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

NHS.1-2A

The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries

The student will be able to:

- Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. [Draw upon data in historical maps]
- Compare English, French, and Dutch motives for exploration with those of the Spanish. [Compare and contrast different sets of ideas]
- Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. [Assess the importance of the individual in history]
- Evaluate the course and consequences of the Columbian Exchange.
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. (C&G5-1a)
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. (HP1-1a)
- Use evidence to substantiate specific accounts of human activity. (HP1-1b)
- Ask and answer historical questions, organizing information, and evaluating information in terms of relevance. (HP1-1c)
- Explain how geographical factors shaped the way people organized themselves in communities, governments, and businesses. (HP4-1a)
- Describe important technologies and advancements, including writing systems, and their impact on others. (HP4-2c)
- Identify physical features of maps and globes. (G1-1a)
- Identify absolute location using latitude and longitude. (G1-1b)
- Differentiate between local, regional, and global scales (locate continents/oceans). (G1-1c)
- Use and interpret different types of maps. (G1-2a)
- Describe the physical and cultural characteristics that shape different places. (G2-3a)
- Identify different vernacular and functional regions, and how they may change over time. (G2-4a)

- Identify the barriers and benefits of different types of exchange. (E1-1a)
- Describe the cyclical relationship of the participants within an economy. (E3-1a)

NHS.1-2B

The student understands the Spanish and Portuguese conquests of North America.

The student will be able to:

- Explain and evaluate the Spanish interactions with such people as the Pueblos. [Examine the influence of ideas]
- Compare their various motives for exploration and colonization. [Compare and contrast differing sets of ideas]
- Cite examples of how science and technology have had positive or negative impacts upon individuals, societies, and the environment. (HP 4-2a)
- Describe important technologies and advancements, including writing systems, and their impact on others. (HP4-2c)
- Recognize spatial, and interpret, information provided by different types of maps. (G1-2a)
- Explain the difference between region and place. (G2-1b)

Colonization

Era 2: Colonization and Settlement (1585-1763)

Era 2-NHS Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

NHS.2-1A

The student understands how diverse immigrants affected the formation of European colonies.

The student will be able to:

- Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean.
- Explain why so many European indentured servants risked the hardships of bound labor overseas.
- Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered.
- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. (HP1-1a)
- Use evidence to substantiate specific accounts of human activity. (HP1-1b)
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. (HP1-1c)
- Explain how the similarities and differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). (HP3-2a)
- Identify the cultural influences that shape individuals and historical events. (HP3-2c)
- Describe the challenges or obstacles a civilization faced as it grew over time. (HP5-2c)
- Use evidence to correlate how geography influences and meets the needs of people. (G3-2a)

- Explain how regions may change over time. (G2-4b)

NHS.2-1B

The student understands the European struggle for control of North America.

The student will be able to:

- Compare relationships between Native Americans and Spanish, English, French, and Dutch settlers. [Compare and contrast different sets of ideas]
- Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. [Consider multiple perspectives]
- Explain how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. [Examine the influence of ideas and interests]
- Explain Native American involvement in the colonial wars and evaluate the consequences for their societies. [Consider multiple perspectives]
- Identify the significance of the colonial wars before 1754 and the cause and outcome of The Seven Years' War.
- Locate where different nations are in the world in relation to the U.S. (C&G5-1b)
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. (HP1-1b)
- Use evidence to substantiate specific accounts of human activity. (HP1-1b)
- Ask and answer historical questions, organizing information, and evaluating information in terms of relevance. (HP1-1c)
- Identify sequential events, people, and societies that have shaped RI today. (HP2-1a)
- Compare and contrast the development of RI ethnic history to the nation's history. (HP2-1b)
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. (HP2-1c)
- Explain how geographical features influenced population settlement. (G2-1a)
- Compare and contrast patterns of population settlement based on climate and physical features. (G2-1b)
- Identify how people's actions have changed the physical environment and its effects. (G4-3a)
- Identify formal, vernacular, and functional regions. (G2-4a)

Era 2-NHS Standard 2: How political, religious, and social institutions emerged in the English colonies.

NHS.2-2A

The student understands the roots of representative government and how political rights were defined.

The student will be able to:

- Compare how early colonies were established and governed. [Compare and contrast differing sets of ideas]
- Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments.
- Explain how the conflicts between legislative and executive branches contributed to the development of representative government. [Analyze cause-and-effect relationships]
- Explain how gender, property ownership, religion, and legal status affected political rights. [Analyze cause-and-effect relationships]
- Identify the basic functions of government. (C&G1-1a)
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. (C&G 1-2a)

- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government. (C&G 1-2b)
- Identify, compare, and contrast different “political systems” (e.g., monarchy, parliamentary). (C&G 1-1b)(C&G 4-1c)
- Identify and discuss factors that lead to the breakdown of order among societies. (C&G 5-2b)
- Identify historical circumstances and current factors contributing to contemporary issues and problems. (HP 3-1a)
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. (HP 1-1a)

NHS.2-2B

The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

The student will be able to:

- Discuss religious groups in colonial America and the role of religion in their communities. [Consider multiple perspectives]
- Explain how Puritanism shaped New England communities and how it changed during the 17th century. [Compare and contrast differing sets of ideas]
- Explain the evolution of religious freedom in the English colonies. [Reconstruct patterns of historical succession and duration]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. (C&G 5-1a)
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. (HP 1-2a)
- Identify sequential events, people, and societies that have shaped RI today. (HP 2-1a)
- Compare and contrast the development of RI ethnic history to the nation’s history. (HP 2-1b)
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. (HP 2-1c)
- Identify historical circumstances and current factors contributing to contemporary issues and problems. (HP 3-1a)
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. (HP 3-1b)
- Explain how the similarities and differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). (HP 3-2a)(HP 3-2b)
- Identify various factors that impact individual's or group’s perspectives of events. (HP 5-3a)
- Explain reasons to migrate. (G 3-1a)

NHS.2-2C

The student understands social and cultural change in British America.

The student will be able to:

- Explain how and why family and community life differed in various regions of colonial North America. [Consider multiple perspectives]
- Discuss women's property rights before and after marriage in the colonial period. [Interrogate historical data]
- Explain how Enlightenment ideas influenced American society. Include Benjamin Franklin's experiments with electricity, Thomas Paine’s Common Sense, and Thomas Jefferson arguments for natural rights as the basis of all states, and that the violation of these rights negates the contract which binds a people to their rulers and that therefore there is an inherent "Right to Revolution.” [Examine the influence of ideas]
- Explore the seeds of public education in the New England colonies and explain how literacy and education differed between New England and southern colonies. [Compare and contrast differing sets of ideas]

- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government. (C&G 1-2b)
- Identify sequential events, people, and societies that have shaped RI today. (HP 2-1a)
- Identify historical circumstances and current factors contributing to contemporary issues and problems. (HP 3-1a)
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. (HP 3-1b)
- Using primary sources, describe how individual or group's perspectives change over time. (HP 5-3b)

Era 2-NHS Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

NHS.2-3A

The student understands colonial economic life and labor systems in the Americas.

The student will be able to:

- Identify the major economic regions in the Americas and explain how labor systems shaped them. [Utilize visual and mathematical data]
- Explain mercantilism and how it influence patterns of economic activity.
- Identify the point of view of a historical source. (HP 1-1d)
- Explain how wealth was defined. (E 1-2b)
- Explain the relationship between producers and the consumers. (E1 -1b)
- Compare the cost benefits of consumer and producer choices. (E 1-2a)
- Describe the distribution of goods and services. (E 1-3a)
- Explain how supply and demand affects the consumer and producer's decision making. (E 2-1b)
- Compare advertising or marketing to how it is related to consumer spending. (E 2-1c)

NHS.2-3B

The student understands economic life and the development of labor systems in the English colonies.

The student will be able to:

- Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. [Compare and contrast different sets of ideas]
- Identify how the early Navigation Acts affected economic life in the colonies. [Marshal evidence of antecedent circumstances]
- Compare the characteristics of free labor, indentured servitude, and chattel slavery. [Compare and contrast differing labor systems]
- Explain the shift from indentured servitude to chattel slavery in the southern colonies. [Challenge arguments of historical inevitability]
- Identify and differentiate surplus, subsistence, and scarcity. (E 1-1c)
- Identify how scarcity impacts the movement of people and goods. (E 1-3b)
- Identify how inventions, innovations, and technology stimulate economic growth and how they impact cultures. (E 2-2a)

NHS.2-3C

The student understands African life under slavery.

The student will be able to:

- Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean. [Appreciate historical perspectives]

American Revolution

Era 3: Revolution and the New Nation (1754-1820s)

Era 3 NHS Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

NHS.3-1A

The student understands the causes of the American Revolution.

The student will be able to:

- Explain the consequences of the Seven Years' War and the overhaul of English imperial policy following the Treaty of Paris in 1763. [Marshal evidence of antecedent circumstances]
- Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]
- Explain political, ideological, religious, and economic origins of the Revolution. [Analyze multiple causation]
- Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached.
- Cite examples of when major changes in governments have occurred. (C&G 1-1c)
- Explain how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). (HP 3-2a)
- Explain how the differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). (HP 3-2b)
- Identify how governments provide goods and services in a market economy by taxing and borrowing. (E 3-2a)
- Cite examples of how government policies can positively or negatively impact an economy. (E 3-2b)

NHS.3-1B

The student understands the principles articulated in the Declaration of Independence.

The student will be able to:

- Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. [Marshal evidence of antecedent circumstances]
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. (C&G 1-2a)
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. (HP 3-1b)

NHS.3-1C

The student understands the factors affecting the course of the war and contributing to the American victory.

The student will be able to:

- Appraise George Washington's military and political leadership in conducting the Revolutionary War. [Assess the importance of the individual]
- Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. [Evaluate the influence of ideas]
- Analyze United States relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory. [Analyze cause-and-effect relationships]
- Explain the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. [Consider multiple perspectives]
- Explain how the Americans won the war against superior British resources. [Analyze multiple causation]
- Explain the problems of financing the war and dealing with wartime inflation, hoarding, and profiteering. [Identify issues and problems in the past]
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. (HP 1-2a)
- Identify historical circumstances and current factors contributing to contemporary issues and problems. (HP 3-1a)
- Establish a chronological order by working backward from an issue, problem, or event to explain its origins and its development over time. (HP 2-3a)
- Use evidence to show how history might have been different (answer “what if” questions). (HP 3-1b)

Impact of the American Revolution

Era 3: Revolution and the New Nation (1754-1820s)

Era 3-NHS Standard 2: The impact of the American Revolution on politics, economy, and society.

NHS.3-2A

The student understands revolutionary government-making at national and state levels.

The student will be able to:

- Analyze the arguments over the Articles of Confederation. [Examine the influence of ideas]
- Assess the accomplishments and failures of the Continental Congress. [Compare and contrast differing sets of ideas]
- Assess the importance of the Northwest Ordinance. [Interrogate historical data]

NHS.3-2B

The student understands the economic issues arising out of the Revolution.

The student will be able to:

- Analyze the factors that led to Shay's Rebellion. [Analyze multiple causation]
- Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. [Utilize quantitative data]

- Explain how the Continental Congress and the states attempted to rebuild the economy by addressing issues banking, and taxation. [Formulate a position or course of action on an issue]
- Explain the dispute over the western lands and evaluate how it was resolved (NW Ordinance).

NHS.3-2C

The student understands the Revolution's effects on different social groups.

The student will be able to:

- Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. [Consider multiple perspectives]
- Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. [Compare and contrast differing values, behaviors, and institutions]
- Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. (HP 1-2a)
- Identify sequential events, people, and societies that have shaped RI today. (HP 2-1a)

American Government

Era 3: Revolution and the New Nation (1754-1820s)

Era 3-NHS Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

NHS.3-3A

The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

The student will be able to:

- Explain the factors involved in calling the Constitutional Convention. [Analyze multiple causation]
- Explain the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. [Examine the influence of ideas]
- Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. [Examine the influence of ideas]
- Identify alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.
- Compare the views of the federalists and anti-federalists during ratification debates.
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. (C&G 1-2a)

- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government. (C&G 1-2b)
- Identifying and explain the function of the three branches (checks and balances). (C&G 2-1a)
- Identify how power is divided and shared among the levels of the United States government (federalism). (C&G 2-1b)
- Identify primary documents (e.g., Bill of Rights, U.S. Constitution) that reflect the underlying principles of the United States. (C&G 2-2b)
- Exhibit and explain what it means to be a responsible citizen in the community. (C&G 2-2c)
- Define the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”. (C&G 3-1a)
- Identify personal, economic, legal, and political rights in a democratic society. (C&G 3-1b)
- Identify a citizen’s responsibilities in a democratic society (personal, economic, legal, and civic). (C&G 3-1c)
- Identify the conflicts between individual rights and the common good. (C&G 3-1d)
- Identify and explaining specific ways rights may or may not be exercised (e.g., civil rights). (C&G 3-2a)
- Recognize potential conflicts within or among groups, brainstorm possible solutions, and reach compromises. (C&G 3-2b)
- Explain the judicial process (due process - local state, and federal). (C&G 3-2c)
- Explain how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns). (C&G 4-1a)
- List the “labels” that individuals may give themselves within a political process. (C&G -1b)

NHS.3-3B

The student understands the guarantees of the Bill of Rights and its continuing significance.

The student will be able to:

- Analyze the significance of the Bill of Rights and its specific guarantees. [Examine the influence of ideas]
- Explain Madison’s role in securing the adoption of the Bill of Rights by the First Congress.
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. (C&G 1-2a)
- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government. (C&G 1-2b)
- Explain how a bill becomes a law. (C&G 2-1c)
- Identify primary documents (e.g., *Bill of Rights*, *U.S. Constitution*) that reflect the underlying principles of the United States. (C&G 2-2b)
- Identify the conflicts between individual rights and the common good. (C&G 3-1d)
- Cite a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges. (C&G 5-2b)
- Give examples that identify the effects of their personal consumer, environmental, communication, and eventual political choices. (C&G 5-3a)
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. (HP 1-1a)
- Identify sequential events, people, and societies that have shaped RI today. (HP 2-1a)
- Explain how actions taken or not taken impact society. (C&G 5-3b)

NHS.3-3D

The student understands the development of the first American party system.

The student will be able to:

- Compare the leaders and social and economic composition of each party. [Compare and contrast differing sets of ideas]

- Identify the basic functions of government. (C&G 1-1a)
- List and define various forms of government (dictatorship, democracy, parliamentary, monarchy etc.). (C&G 1-1b)
- Explore democratic values such as: respect, property, compromise, liberty, self-government, and self-determination. (C&G 2-2a)
- Explain the judicial process (due process - local state, and federal). (C&G 3-2c)
- Explain how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns). (C&G 4-1a)
- Access a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom. (C&G 4-2a)
- Describe the voting process for a local, state, or national election. (C&G 4-2b)
- Engage in the political process (e.g. voting in school elections). (C&G 4-2c)
- Demonstrate respect for the opinions of others (e.g., listen to and ask relevant questions, take turns, consider alternative perspectives). (C&G 4-3a)
- Demonstrate the ability to compromise (e.g., offering solutions, persisting to resolve issues). (C&G 4-3b)
- Take responsibility for one's own actions (anticipate and accept consequences). (C&G 4-3c)
- Identify and access reliable sources to answer questions about current important issues (e.g. news media, children's news magazines). (C&G 4-3d)

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (C & G 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study**

Social Studies Performance Indicators for Grade 6

National History Standards for Grade 6 - World History

Early Man

Era 1: The Beginnings of Human Society

Era-1 NHS Standard 1: The biological and cultural processes that gave rise to the earliest human communities

NHS.1-1A

The student understands early hominid development in Africa.

The student will be able to:

- Infer from archaeological evidence the characteristics of early African hunter-gatherer communities, including tool kits, shelter, diet, and use of fire. [Interrogate historical data]
- Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development. [Interrogate historical data]

NHS.1-1B

The student understands how human communities populated the major regions of the world and adapted to a variety of environments.

The student is able to:

- Infer from archaeological evidence the characteristics of Cro-Magnon hunter-gatherer communities of western Eurasia including tool kits, shelter, clothing, ritual life, aesthetic values, relations between men and women, and trade among communities. [Analyze cause-and-effect relationships and multiple causation]
- Identify and explain the push and pull factors that lead to a decision to migrate. (G 3-1a)
- Identify and describe human reactions to changes in their physical environment. (G 4-2a)
- Analyze the impact of human reactions to environmental changes. (G 4-2b)

Era 1-NHS Standard 2: The processes that led to the emergence of agricultural societies around the world.

NHS.1-2A

The student understands how and why humans established settled communities and experimented with agriculture.

The student will be able to:

- Infer from archaeological evidence the technology, social organization, and cultural life of settled farming communities in Southwest Asia. [Draw upon visual sources]

NHS.1-2B

The student understands how agricultural societies developed around the world.

The student will be able to:

- Analyze differences between hunter-gatherer and agrarian communities in economy, social organization, and quality of living. [Compare and contrast differing behaviors and institutions]
- Explain how geographic factors shape the way humans organize themselves in communities. (HP 4-1a)
- Cite examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present. (HP 4-2a)
- Identify how scarcity impacts the movement of people and goods. (E 1-2b)

Beginnings of Civilization, Mesopotamia, and Egypt

Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

Era 2-NHS Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt and the Indus valley. NHS.2-1A

The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.

The student will be able to:

- Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus Rivers affected settlement. [Compare and contrast differing sets of ideas]
- Compare the character of urban development in Mesopotamia, Egypt, and the Indus valley, including the emergence of social hierarchies and occupational specializations, as well as differences in the tasks that urban women and men performed. [Compare and contrast differing values and institutions]
- Compare the forms of writing that developed in the three civilizations and how written records shaped political, legal, religious, and cultural life. [Compare and contrast differing sets of ideas, values, and institutions]
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. (C&G 1-2)
- Exhibit and explain what it means to be a responsible citizen in the community. (C&G 2-2)
- Define the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”. (C&G 3-1a)
- Identify the conflicts between individual rights and the common good. (C&G 3-1d)
- Identify appropriate sources (e.g. historical maps, diaries, photographs) to answer historical questions. (HP1-1a)
- Use sources to support the stories of history. (HP1-1b)
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. (HP1-1c)
- Identify the point of view of a historical source. (HP1-1d)
- Describe important technologies and advancements, including writing systems, developed by a particular civilization. (HP 4-2c)
- Compare and contrast the diversity of different groups, places, and time periods or within the same group over time. (HP 5-1a)
- Identify physical features of maps and globes. (G 1-1a)
- Explain and connect how geographical features influenced population settlement. (G 2-1a)
- Identify and differentiate between surplus, subsistence, and scarcity. (E 1-1c)

NHS.2-1B

The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions.

The student will be able to:

- Analyze the importance of trade in Mesopotamia. [Interrogate historical data]
- Assess the importance of commercial, cultural, and political connections between Egypt and peoples of Nubia along the upper Nile. [Identify issues and problems in the past]
- Trace the network of trade routes [Analyze cause-and-effect relationships]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. (C&G 5-1)
- Identify the cultural influences that shape individuals and historical events. (HP 3-2c)
- Identify how cultural expectations impact people's behavior in their community. (HP 5-2a)
- Identify and describe the physical and cultural characteristics that shape different places and regions. (G 2-3a)
- Use evidence to correlate how geography meets or does not meet the needs of the people. (G 3-2a)
- Identify how human actions have changed the physical environment and describe its effects. (G 4-3a)

Era 2-NHS Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE.

NHS.2-2A

The student understands how civilization emerged in northern China in the second millennium BCE.

The student will be able to:

- Compare the climate and geography of the Huang He (Yellow River) valley with the natural environments of Mesopotamia, Egypt, and the Indus valley. [Clarify information on the geographic setting]
- Compare and contrast patterns of population settlement based on climate and physical features. (G 2-1b)
- Compare and contrast the characteristics of different types of regions and places. (G 2-2a)

NHS.2-2B

The student understands how new centers of agrarian society arose in the third and second millennia BCE.

The student will be able to:

- Describe the relationship between the development of plow technology and the emergence of new agrarian societies in Southwest Asia. [Analyze cause-and-effect relationships]
- Analyze how an urban civilization emerged on Crete and evaluate its cultural achievements. [Marshal evidence of antecedent circumstances]

Era 2-NHS Standard 4: Major trends in Eurasia and Africa from 4000 to 1000 BCE.

NHS.2-4A

The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE.

The student will be able to:

- Identify areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE. [Analyze cause-and-effect relationships]

- Understand conditions under which civilizations developed in Southwest Asia, the Nile valley, India, China, and the Eastern Mediterranean. [Draw comparisons across eras and regions]
- Explain why geographic, environmental and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world. [Utilize mathematical and quantitative data]
- Describe fundamental inventions, discoveries, techniques, and institutions that appeared during this period. [Interrogate historical data]
- Describe how new ideas, products, techniques, and institutions spread from one region to another and analyze conditions under which peoples assimilated or rejected new things or adapted them to prevailing cultural traditions. [Analyze the importance of ideas]
- Recognize and justify how geography influences human settlement, cooperation, and conflict. (G 3-3a)
- Identify how inventions, innovations, and technology stimulate economic growth. (E 2-2a)

Ancient India and Ancient China

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Era 3-NHS Standard 1: Innovation and change from 1000-600 BCE: horses, ships, and iron.

NHS.3-1A

The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia.

The student will be able to:

- Explain the fundamentals of iron-making technology and analyze the early significance of iron tools and weapons in Southwest Asia and the Mediterranean region. [Analyze cause-and-effect relationships]
- Describe the extent of the Assyrian and Neo Babylonian empires and assess the sources of their power and wealth. [Obtain historical data]
- Explain the patterns of Phoenician trade, political organization, and culture in the Mediterranean basin. [Reconstruct patterns of historical succession and duration]
- Describe the emergence of Greek city-states in the Aegean region and the political, social, and legal character of the polis. [Marshal evidence of antecedent circumstances]
- Analyze the factors that led Greeks to found colonies in the Mediterranean and Black Sea regions. [Analyze multiple causation]

NHS.3-1C

The student understands how states developed in the upper Nile valley and Red Sea region and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa.

The student will be able to:

- Analyze the effects of Nile valley trade and the decline of the New Kingdom. [Analyze cause-and-effect relationships]
- Identify and discuss factors that lead to the breakdown of order among societies. (C&G 5-2a)

NHS.3-1D

The student understands how pastoral nomadic peoples of Central Asia began to play an important role in world history.

The student will be able to:

- Explain the relationship between the mastery of horse riding on the steppes and the development of pastoral nomadism and cavalry warfare. [Analyze cause-and-effect relationships]

Ancient Greece

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Era 3-NHS Standard 2: The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.

NHS.3-2A

The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.

The student will be able to:

- Compare Athenian democracy with the military aristocracy of Sparta. [Compare and contrast differing sets of ideas, values, and institutions]
- Explain hierarchical relationships within Greek society and analyze the civic, economic, and social tasks that men and women of different classes performed. [Appreciate historical perspectives]
- Describe the changing political institutions of Athens in the 6th and 5th centuries BCE and analyze the influence of political thought on public life. [Reconstruct patterns of historical succession and duration]
- Define the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”. (C&G 3-1a)
- Identify personal, economic, legal, and political rights in a democratic society. (C&G 3-1b)
- Identify the conflicts between individual rights and the common good. (C&G 3-1d)
- Identify a citizen’s rights in a democratic society. (C&G 3-1b)
- Identify a citizen’s responsibilities in a democratic society. (C&G 3-1c)
- Explain how leaders are selected or elected. (C&G 4-1a)

NHS.3-2B

The student understands the major cultural achievements of Greek civilization.

The student will be able to

- Identify the major characteristics of Hellenic architecture and sculpture and assess the ways in which architecture, sculpture, and painting expressed or influenced social values and attitudes. [Draw upon visual sources]
- Identify major Greek myths and dramas and assess how they reflected social values and attitudes. [Formulate historical questions]

NHS.3-2C

The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.

The student is able to:

- Explain the founding, expansion, and political organization of the Persian empire. [Reconstruct patterns of historical succession and duration]
- Analyze the major events of the wars between Persia and the Greek city-states and the reasons why the Persians failed to conquer the Aegean region. [Analyze multiple causation]

NHS.3-2D

The student understands Alexander of Macedon's conquests and the inter-regional character of Hellenistic society and culture.

The student will be able to:

- Analyze the rise of Macedonia under Philip II and explain the campaigns and scope and success of Alexander's imperial conquests. [Reconstruct patterns of historical succession and duration]
- Assess Alexander's achievements as a military and political leader and analyze why the empire broke up into successor kingdoms. [Analyze cause-and-effect relationships]
- Evaluate major achievements of Hellenistic art, philosophy, science, and political thought. [Appreciate historical perspectives]
- Identify appropriate sources (e.g. historical maps, diaries, photographs) to answer historical questions. (HP 1-1a)
- Use sources to support the stories of history. (HP 1-1b)
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. (HP 1-1c)
- Identify the point of view of a historical source. (HP 1-1d)

Era 3-NHS Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.

NHS.3-3C

The student understands how China became unified under the early imperial dynasties.

The student will be able to:

- Assess the significance of the Zhou dynasty for the development of imperial rule and the concept of the Mandate of Heaven. [Analyze cause-and-effect relationships]
- Assess the policies and achievements of the Qin emperor Shi Huangdi in establishing a unified imperial realm. [Evaluate the implementation of a decision]
- Evaluate the literary, artistic, and technological achievements of the Han dynasty. [Appreciate historical perspectives]
- Analyze the importance of iron technology and family division of labor on the expansion of agriculture and the southeastward migration of Chinese farmers. [Analyze multiple causation]
- Analyze the commercial and cultural significance of the trans-Eurasian "silk roads" in the period of the Han and Roman empires. [Interrogate historical data]
- Describe the life of Confucius and explain comparatively the fundamental teachings of Confucianism and Daoism. [Compare and contrast differing sets of ideas]

NHS.3-3D

The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.

The student will be able to:

- Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. [Appreciate historical perspectives]

- Describe the life and teachings of the Buddha and explain ways in which those teachings were a response to the Brahmanic system. [Analyze cause-and-effect relationships]
- Evaluate the achievements of the emperor Ashoka and assess his contribution to the expansion of Buddhism in India. [Evaluate the implementation of a decision]
- Analyze how Buddhism spread in India, Ceylon, and Central Asia. [Analyze multiple causation]
- Compare and contrast different forms of government (e.g.; dictatorship, theocracy, republic, monarchy, anarchy). (C&G 1-1b)
- Define and identify the nature of authority and sources of power. (C&G 1-2c)

Era 3: NHS Standard 5: Major global trends from 1000 BCE-300 CE.

NHS.3-5A

The student understands major global trends from 1000 BCE to 300 CE.

The student is able to:

- Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods. [Analyze the importance of ideas]
- Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large regional empires. [Interrogate historical data]
- Compare institutions of slavery or other forms of coerced labor in the Han empire, the Maurya empire, the Greek city-states, and the Roman empire. [Draw comparisons across eras and regions]
- Explain the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin, Europe, Southwest Asia, and India. [Analyze the importance of ideas]
- Analyze ways in which trade networks, merchant communities, state power, tributary systems of production, and other factors contributed to the economic integration of large regions of Afro-Eurasia. [Employ quantitative analysis]
- Identify, compare, and contrast different “political systems” (e.g., monarchy, parliamentary). (C&G 4-1c)

Ancient Rome

Era 3-NHS Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.

NHS.3-3A

The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.

The student will be able to:

- Assess the contributions of the Etruscans and the western Greek colonies to the development of Roman society and culture. [Analyze multiple causation]
- Describe the political and social institutions of the Roman Republic and analyze why Rome was transformed from republic to empire. [Analyze cause-and-effect relationships]
- Analyze how Roman unity contributed to the growth of trade among the lands of the Mediterranean basin. [Interrogate historical data]

- Evaluate the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe. [Appreciate historical perspectives]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. (C&G 5-1a)
- Cite a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges of an interconnected world. (C&G 5-2b)
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. (HP 1-2a)

NHS.3-3B

The student understands the emergence of Christianity in the context of the Roman Empire.

The student will be able to:

- Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity. [Appreciate historical perspectives]
- Analyze how Christianity spread widely in the Roman Empire. [Analyze multiple causation]

Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE

Era 4-NHS Standard 1: Imperial crises and their aftermath, 300-700 CE.

NHS.4-1A

The student understands the decline of the Roman empires.

The student will be able to:

- Analyze various causes that historians have proposed to account for the decline of the Roman Empire. [Evaluate major debates among historians]
- Trace the migrations and military movements of major pastoral nomadic groups into both the Roman Empire. [Reconstruct patterns of historical succession and duration]
- Identify and discuss factors that lead to the breakdown of order among societies. (C&G 5-2)

Era 4-NHS Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE.

NHS.4-4A

The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

The student will be able to:

- Analyze how the preservation of Greco-Roman and early Christian learning in monasteries and convents and in Charlemagne's royal court contributed to the emergence of European civilization. [Reconstruct patterns of historical succession and duration]

Era 4-NHS Standard 7: Major global trends from 300-1000 CE.

NHS.7-7A

The student understands major global trends from 300 to 1000 CE.

Therefore, the student is able to:

- Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires. [Draw comparisons across eras and regions]
- Describe maritime and overland trade routes linking regions of Afro-Eurasia and analyze the importance of international trade for African and Eurasian societies. [Draw evidence from historical maps]
- Identify and discuss factors that lead to the breakdown of order among societies. G&C 5-2

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**

Social Studies Performance Indicators for Grade 7

National History Standards for Grades 7 - World History

Decline and Shift of Power and the Middle Ages

Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE

Era 4-NHS Standard 1: Imperial crises and their aftermath, 300-700 CE.

NHS.4-1A

The student understands the decline of the Roman ~~and Han~~ empires.

The student will be able to:

- Review various causes that historians have proposed to account for the decline of the Roman Empire. [Evaluate major debates among historians]
- Identify and discuss factors that lead to the breakdown of order among societies. (C&G 5-2)

Era 4-NHS Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE.

NHS.4-4A

The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

The student will be able to:

- Analyze the growth of papal power and the changing political relations between the popes and the secular rulers of Europe. [Identify issues and problems of the past]

NHS.4-4B

The student understands the coalescence of political and social order in Europe.

The student will be able to:

- Assess the impact of Norse (Viking) migrations and invasions, as well as internal conflicts, on the emergence of independent lords and the knightly class. [Analyze cause-and-effect relationships]
- Assess changes in the legal, social, and economic status of peasants in the 9th and 10th centuries. [Interrogate historical data]
- Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life. [Examine the influence of ideas]

Era 5: Intensified Hemispheric Interactions, 1000-1500 CE

Era 5- NHS Standard 2: The redefining of European society and culture, 1000-1300 CE.

NHS.5-2A

The student understands feudalism and the growth of centralized monarchies and city-states in Europe.

The student will be able to

- Describe feudal lordship and explain how feudal relationships provided a foundation of political order in parts of Europe. [Interrogate historical data]
- Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion affected the legal position and working lives of peasant men and women. [Appreciate historical perspective]
- Analyze how European monarchies expanded their power at the expense of feudal lords and assess the growth and limitations of representative institutions in these monarchies. [Analyze cause-and-effect relationships]
- Analyze the significance of developments in medieval English legal and constitutional practice and their importance for modern democratic thought and institutions. [Identify relevant historical antecedents]
- Explain the changing political relationship between the Catholic Church and secular states. [Analyze cause-and-effect relationships]
- Explain the importance of inheritance laws, arranged marriages, dowries, and family alliances for dynastic and aristocratic politics. [Formulate historical questions]
- Identify and explain the origins and the basic functions of government. (C&G 1-1a)
- Explain what happens when political structures do or do not meet the needs of the people. (C&G 1-1c)
- Explain how geography and economics influence the structure of government. (C&G 1-1d)
- Compare and contrast the key stages of development of the rule of law, as presented in various enduring/significant documents. (C&G 1-2a)
- Define and identify the nature of authority and source of power. (C&G 1-2c)
- Identify appropriate sources and using evidence to substantiate specific accounts of human activity. (HP 1-1a)
- Ask and answer historical questions, evaluates sources of information, organize the information, and evaluate information in terms of relevance and comprehensiveness. (HP 1-1c)
- Investigate and analyze historical and visual data in order to draw connections between a series of events. (HP 1-2a)

- Develop, expand, and support an historical thesis, based on a series of events. (HP 1-2b)
- Identify and use various maps for different purposes. (G 1-1a)
- Explain the relationship between resources and industry. (E 1-1a)
- Describe how a society's definition or determination of value affects distribution of wealth and consumer choice. (E 1-2b)
- Explain the relationship between availability, distribution, and allocation of goods and services. (E 1-3a)
- Explain how scarcity impacts the organization of society and development of civilization. (E 1-3b)

NHS.5-2C

The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations.

The student will be able to:

- Analyze ways in which ideals of chivalry and courtly love affected feudal society. [Analyze cause-and-effect relationships]
- Analyze how the rise of schools and universities in Italy, France, and England contributed to literacy, learning, and scientific advancement. [Analyze cause-and-effect relationships]
- Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society. [Draw upon visual sources]

Era 5-NHS Standard 5: Patterns of crisis and recovery in Afro-Eurasia, 1300-1450

NHS.5-5A

The student understands the consequences of Black Death and recurring plague pandemic in the 14th century.

The student is will be able to:

- Explain the origins and characteristics of the plague pandemic of the mid-14th century, and describe its spread across Eurasia and North Africa. [Reconstruct patterns of historical succession and duration]
- Analyze the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century. [Appreciate historical perspectives]
- Analyze charts and graphs to interpret geographic information. (G 1-1c)

Era 6: The Emergence of the First Global Age, 1450-1770

Era 6-NHS Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

NHS.6-2A

The student understands demographic, economic, and social trends in Europe.

The student will be able to:

- Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe. [Analyze cause-and-effect relationships]
- Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. [Utilize visual and mathematical data]

Cultural Identity and the Renaissance and Reformation

Era 5: Intensified Hemispheric Interactions, 1000-1500 CE

Era 5-NHS Standard 5: Patterns of crisis and recovery in Afro-Eurasia, 1300-1450

NHS.5-5B

The student understands transformations in Europe following the economic and demographic crises of the 14th century.

The student will be able to:

- Analyze major changes in the agrarian and commercial economies of Europe in the context of drastic population decline. [Appreciate historical perspective]
- Assess the effects of crises in the Catholic Church on its organization and prestige. [Analyze cause-and-effect relationships]
- Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14th century. [Analyze cause-and-effect relationships]
- Define humanism as it emerged in Italy in the 14th and 15th centuries and analyze how study of Greco-Roman antiquity and critical analysis of texts gave rise to new forms of literature, philosophy, and education. [Examine the influence of ideas]
- Evaluate the aesthetic and cultural significance of major changes in the techniques of painting, sculpture, and architecture. [Appreciate historical perspectives]
- Investigate and analyze historical and visual data in order to draw connections between a series of events. (HP 1-2a)
- Establish a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time. (HP 2-3)

Era 6: The Emergence of the First Global Age, 1450-1770

Era 6-NHS Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

NHS.6-2B

The student understands the Renaissance, Reformation, and Catholic Reformation.

The student will be able to

- Analyze the social and intellectual significance of the technological innovation of printing with movable type. [Demonstrate and explain the influence of ideas]
- Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. [Compare and contrast differing sets of ideas and values]
- Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. [Draw upon visual data and literary sources]
- Explain discontent among Europeans with the late medieval Church and analyze the beliefs and ideas of the leading Protestant reformers. [Marshal evidence of antecedent circumstances]

- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. [Analyze cause-and-effect relationships]
- Identify key events and people of a particular historical era or time period. (HP 2-2a)
- Correlate key events to develop an understanding of the historical perspective of the time period in which it occurred. (HP 2-2b)
- Apply demographic factors to understand changes in cultural diversity in an historical and contemporary context. (HP 5-1b)
- Explain the cyclical relationship of the participants within an economy. (E 3-1a)

Era 6-NHS Standard 6: Major global trends from 1450-1770.

NHS.6-6A

The student understands major global trends from 1450 to 1770.

The student is able to:

- Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century. [Clarify information on the geographic setting]
- Assess how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world. [Analyze cause-and-effect relationships]
- Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in the context of a rapidly changing world. [Explain historical continuity and change]

Expanding Nations: Africa, Asia, and the Americas

Era 6: The Emergence of the First Global Age, 1450-1770

Era 6-NHS Standard 1: How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.

NHS.6-1A

The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.

The student will be able to:

- Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. [Consider multiple perspectives]
- Identify major technological developments in shipbuilding, navigation, and naval warfare and trace the cultural origins of various innovations. [Analyze cause-and-effect relationships]
- Identify and describe how traits of civilization develop in response to innovation, inventions, change and territorial expansion. (HP 4-2a)
- Describe how inventions and technological improvements relate to settlement, population growth, and success of a civilization/country/nation. (HP 4-2c)
- Compare and contrast different market systems by having students explain the role of the buyer and sellers in those markets. (E2-1b)

NHS.6-1B

The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.

The student will be able to:

- Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia and interactions between the Portuguese and the peoples of these regions. [Formulate historical questions]
- Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations. [Interrogate historical data]
- Trace and explain social, technological, geographical, economical, and cultural connections for a given society of people. (C&G 5-1a)
- Consider competing interests on issues that benefit some people and cause other people to suffer. (C&G 5-2b)
- Cite specific evidence to explain how geographic factors impact a civilization's adaptation, development or decline. (HP 4-1a)
- Cite specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change. (HP 4-1b)
- Explain the impact of interaction. (HP 4-2b)
- Explain and/or connect how and why the geographical features influence population settlement and development of culture. (G 2-1a)
- Analyze and explain how and why physical and human characteristics of places and regions change over time by citing specific examples. (G 2-1b)
- Analyze and explain the geographical influences that shape regions and place. (G 2-2a)
- Analyze how migration affects a population. (G 3-1a)
- Analyze how the abundance, depletion, use and distribute of geographical resources impact the expansion and demise of societies/civilizations. (G 3-2a)
- Use evidence to build a logical argument in support or in opposition to expansion of human settlement. (G 3-3a)
- Analyze how human dependence on the environment impacts political, economic and social decisions. (G 4-1a)
- Analyze the impact of human reactions to environmental changes and identify and provide alternate solutions with supporting evidence. (G 4-2a)
- Make predictions and draw conclusions about the impact that human actions have on physical environment. (G 4-3a)

Era 6-NHS Standard 4: Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.

NHS.6-4A

The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.

Therefore, the student is able to:

- Define and compare four major types of European activity and control in the Americas: large territorial empires, trading-post empires, plantation colonies, and settler colonies. [Compare and contrast differing sets of ideas]

Era 6-NHS Standard 5: Transformations in Asian societies in the era of European expansion.

NHS.6-5A

The student understands the development of European maritime power in Asia.

The student will be able to

- Explain how the Netherlands, England, and France became naval and commercial powers in the Indian Ocean basin in the 17th and 18th centuries. [Evaluate the implementation of a decision]
- Assess the impact of British and French commercial and military initiatives on politics, economy, and society in India. [Marshal evidence of antecedent circumstances]
- Analyze motives for Dutch commercial and military penetration of Indonesia and the effects of Dutch imperialism on the region's economy and society. [Analyze cause-and-effect relationships]

Era 6-NHS Standard 6: Major global trends from 1450-1770.

NHS.6-6A

The student understands major global trends from 1450 to 1770.

The student is able to:

- Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century. [Clarify information on the geographic setting]
- Assess how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world. [Analyze cause-and-effect relationships]
- Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in the context of a rapidly changing world. [Explain historical continuity and change]

Monarchies and the Scientific Revolution

Era 6: The Emergence of the First Global Age, 1450-1770

Era 6-NHS Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

NHS.6-2C

The student understands the rising military and bureaucratic power of European states between the 16th and 18th centuries.

The student will be able to:

- Analyze the character, development, and sources of wealth of strong bureaucratic monarchies in the 16th century. [Analyze cause-and-effect relationships]
- Explain how the Dutch Republic emerged as a powerful European state. [Formulate historical questions]
- Explain the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution. [Examine the influence of ideas]
- Account for the growth of bureaucratic monarchy in Russia and analyze the significance of Peter the Great's westernizing reforms. [Interrogate historical data]
- Identify and discuss factors that lead to the breakdown of order among societies and the resulting consequences. (C&G 5-2a)

- Establish a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time, and to construct an historical narrative. (HP 2-3a)
- Recognize and reflect on how the similarities of human issues across time periods influence their own personal histories. (HP 3-2a)
- Recognize and reflect on how the difference of human issues across time periods influence their own personal histories. (HP 3-2b)
- Compare and contrast the cultural influence that shape individuals and historical events. (HP 3-2c)
- Analyze multiple maps to draw inferences about the development of societies. (G 1-2a)

NHS.6-2D

The student understands how the Scientific Revolution contributed to transformations in European society.

The student will be able to:

- Explain connections between the Scientific Revolution and its antecedents such as Greek rationalism, medieval theology, Renaissance humanism, and new global knowledge. [Marshal evidence of antecedent circumstances]
- Explain the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. [Examine the influence of ideas]
- Analyze the importance of discoveries in mathematics, physics, biology, and chemistry for European society. [Employ quantitative analysis]
- Explain the development and significance of the “scientific method.” [Examine the influence of ideas]
- Describe how inventions, innovations, and technology, stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services. (E 2-2a)
- Explain how innovations and technology positively or negatively impact industries, economies, cultures, and innovations. (E 2-2b)

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**

Social Studies Performance Indicators for Grade 8

National History Standards for Grade 8 - United States

Foundations of a Nation and American Government

Era 3: Revolution and the New Nation (1754-1820s)

Era 3-NHS Standard 2: The impact of the American Revolution on politics, economy, and society.

NHS.3-2A

The student understands revolutionary government-making at national and state levels.

The student will be able to:

- Review the arguments over the Articles of Confederation. [Examine the influence of ideas]
- Review the accomplishments and failures of the Continental Congress. [Compare and contrast differing sets of ideas]
- Assess the importance of the Northwest Ordinance. [Interrogate historical data]

NHS.3-2B

The student understands the economic issues arising out of the Revolution.

The student will be able to:

- Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. [Utilize quantitative data]
- Analyze the factors that led to Shay's Rebellion. [Analyze multiple causation]
- Explain the dispute over the western lands and evaluate how it was resolved. [Draw upon data in historical maps]
- Explaining how geography and economics influence the structure of government. (C&G 1-1d)

Era 3-NHS Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

NHS.3-3A

The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

The student will be able to:

- Review the factors involved in calling the Constitutional Convention. [Analyze multiple causation]
- Review the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. [Examine the influence of ideas]
- Compare the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance in late 20th-century politics. [Hypothesize the influence of the past]
- Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. [Examine the influence of ideas]
- Explaining why the rule of law is necessary to the role of government. (C&G 1-2b)

- Defining and identifying the nature of authority and sources of power. (C&G 1-2c)
- Identifying the functions of the three branches of government; and analyze and describe the interrelationship among the branches. (C&G 2-1a)
- Explaining how and why power is divided and shared among the levels of government. (C&G 2-1b)
- Tracing the process of how an idea transforms into a bill and then becomes a law. (C&G 2-1c)
- Explaining how various factors affect how leaders are selected or elected through an election process. (C&G 4-1a)
- Describing how and why individuals identify themselves politically. (C&G 4-1b)
- Examining how elections can be vehicles of change. (C&G 4-1d)
- Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. (HP1-1a)
- Drawing inferences from Rhode Island History about the larger context of history. (HP 1-1b)
- Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness. (HP 1-1c)
- Engaging in the political process. (C&G 4-2c)

NHS.3-3B

The student understands the guarantees of the Bill of Rights and its continuing significance.

The student will be able to:

- Evaluate the arguments over the necessity of a Bill of Rights and explain Madison's role in securing its adoption by the First Congress. [Assess the importance of the individual]
- Analyze the significance of the Bill of Rights and its specific guarantees. [Examine the influence of ideas]
- Using a variety of sources to identify and defend a position on a democratic principle (C&G 2-2b)
- Exhibiting and explaining what it means to be a responsible citizen in the state and nation. (C&G 2-2c)
- Defining and applying the concepts: "civic" (adj.), "civics" (n), "civil," "citizen," and "rights". (C&G 3-1a)
- Evaluating and defending a position on issues involving individual rights (C&G 3-1b)
- Analyzing and defending a position issues involving civic responsibilities (C&G 3-1c)
- Providing examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility. (C&G 3-1d)
- Expressing and defending an informed opinion and present their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech). (C&G 4-2a)
- Describing his/her role and impact in the voting process. (C&G 4-2b)
- Demonstrate an understanding and empathy for the opinions of others. (C&G 4-3a)
- Demonstrate the ability to compromise. (C&G 4-3b)
- Recognizing the cause and effect of taking an action. (C&G 4-3c)

NHS.3-3C

The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.

The student will be able to:

- Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. [Assess the importance of the individual]
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. (C&G 3-2a)
- Identifying and explaining how an action taken by an individual or group impacts the rights of others. (C&G 3-2b)
- Identifying the impact of a historic court case. (C&G 3-2c)
- Recognizing multiple perspectives on historical or current controversial issues. (C&G 4-1e)

NHS.3-3D

The student understands the development of the first American party system.

Therefore, the student is able to:

- Compare the leaders and social and economic composition of each party. [Compare and contrast differing sets of ideas]
- Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. [Compare and contrast differing sets of ideas]
- Describe and discuss the influence of the French Revolution on American politics. [Analyze cause-and-effect relationships]
- Explaining how democratic values are reflected in enduring documents, political speeches (discourse) and group actions. (C&G 2-2a)
- Using a variety of sources to identify and defend a position on a democratic principle (e.g. individual rights). (C&G 2-2b)
- Make predictions as to the effects of his/her personal consumer, environmental, communication, and eventual political choices. (C&G 5-3a)
- Explaining how government succeeds or fails to provide support in a market economy. (E 3-2a)

Building a Nation

Era 3: Revolution and the New Nation (1754-1820s)

Era 3-NHS Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

NHS.3-3C

The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.

The student will be able to:

- Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. [Assess the importance of the individual]
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. (C&G 3-2a)
- Identifying and explaining how an action taken by an individual or group impacts the rights of others. (C&G 3-2b)
- Identifying the impact of a historic court case. (C&G 3-2c)
- Recognizing multiple perspectives on historical or current controversial issues. (C&G 4-1e)

Era 4: Expansion and Reform (1801-1861)

Era 4-NHS Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

NHS.4-1A

The student understands the international background and consequences of the Louisiana Purchase and the War of 1812.

The student will be able to:

- Analyze Napoleon's reasons for selling Louisiana to the United States. [Draw upon the data in historical maps]
- Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. [Compare and contrast differing sets of ideas]
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]
- Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]
- Tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people. (C&G 5-1a)
- Identifying, describing, and explaining how people are politically, environmentally, militarily, and (or) diplomatically connected. (C&G 5-1b)
- Describing how and why various factors impact an individual or groups perspective of events. (HP 5-3a)
- Explaining and analyzing how changing perspectives impact history using primary documents as evidence. (HP 5-3b)
- Analyzing multiple maps to draw inferences about the development of societies. (G 1-2a)
- Explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures. (G 2-1a)
- Explaining the pros and cons of consumer and producer choices. (E 1-2a)
- Describing how a society's definition of value affects distribution of wealth and consumer choices. (E 1-2b)
- Explaining the relationship between availability, distribution, and allocation of goods and services. (E 1-3a)
- Explaining how scarcity impacts the organization of society and development of civilization. (E 1-3b)
- Explaining how and why incentives affect how buyers and sellers interact to determine market value. (E 2-1a)

Age of Jackson

Era 3: Revolution and the New Nation (1754-1820s)

Era 3-NHS Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

NHS.3-3C

The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.

The student will be able to:

- Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. [Assess the importance of the individual]

- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. (C&G 3-2a)
- Identifying and explaining how an action taken by an individual or group impacts the rights of others. (C&G 3-2b)
- Identifying the impact of a historic court case. (C&G 3-2c)
- Recognizing multiple perspectives on historical or current controversial issues. (C&G 4-1e)

Era 4: Expansion and Reform (1801-1861)

Era 4-NHS Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

NHS.4-1A

The student understands the international background and consequences of the Monroe Doctrine.

The student will be able to:

- Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. [Reconstruct patterns of historical succession and duration]

NHS.4-1B

The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

The student will be able to:

- Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. [Compare and contrast differing sets of ideas]
- Compare federal and state Indian policy and explain Whig opposition to the removal of Native Americans. [Consider multiple perspectives]
- Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole. [Appreciate historical perspectives]
- Investigate the impact of trans-Mississippi expansion on Native Americans. [Analyze cause-and-effect relationships]
- Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance. [Compare and contrast differing sets of ideas]
- Considering competing interests on issues that benefit some people and cause other people to suffer. (C&G 5-2b)
- Explaining the impact of interactions. (HP 4-2 b)
- Describing how environment or changes in that environment affects a civilization/country/nation. (HP 5-2c)

Era 4-NHS Standard 3: The extension, restriction, and reorganization of political democracy after 1800.

NHS.4-3A

The student understands the changing character of American political life in "the age of the common man."

The student will be able to:

- Relate the increasing popular participation in state and national politics to the evolving democratic ideal that adult white males were entitled to political participation. [Identify relevant historical antecedents]
- Analyze the influence of the West on the heightened emphasis on equality in the political process. [Analyze cause-and-effect relationships]

- Explain why the election of Andrew Jackson was considered a victory for the "common man." [Assess the importance of the individual in history]
- Analyze how Jackson's veto of the U.S. Bank recharter and his actions in the nullification crisis contributed to the rise of the Whig party. [Analyze cause-and-effect relationships]

Westward Expansion and Growth of the Nation

Era 4: Expansion and Reform (1801-1861)

Era 4-NHS Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

NHS.4-1C

The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

The student will be able to:

- Explain the economic, political, racial, and religious roots of Manifest Destiny and describe how the concept influenced the westward expansion of the nation. [Examine the influence of ideas]
- Explain the diplomatic and political developments that led to the resolution of conflicts with Britain and Russia in the period 1815-1850. [Formulate a position or course of action on an issue]
- Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [Challenge arguments of historical inevitability]
- Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. [Analyze multiple causation]
- Identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion. (HP 4-2a)
- Analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently. (G 2-3a)
- Analyzing how migration affects population. (G 3-1a)
- Using evidence to build a logical argument in support or in opposition to expansion of human settlement. (G 3-3a)

Era 4-NHS Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

NHS.4-2A

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

The student will be able to:

- Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]

- Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements. [Examine the influence of ideas]
- Analyze how the factory system affected gender roles and changed the lives of men, women, and children. [Analyze cause-and-effect relationships]
- Evaluate the factory system from the perspectives of owners and workers and assess its impact on the rise of the labor movement in the antebellum period. [Consider multiple perspectives]
- Determining the cause(s) and effect(s) of specific historical events that impact RI today. (HP2-1a)
- Analyzing and evaluating how national and work events have impacted RI and how RI has impacted worked events. (HP 2-1c)
- Analyzing the impact of RI's ethnic development on local, state, and national history. (HP 2-1b)
- Investigating and analyzing historical and visual data in order to draw connections between a series of events, developing an historical thesis. (HP 1-2a)
- Developing, expanding, and supporting an historical thesis based on a series of events. (HP 1-2b)
- Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time and to construct an historical narrative. (HP 2-3a)
- Explaining how inventions and technological improvements relate to settlement, population growth, and success of civilization/country/nation. (HP 4-2c)
- Analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence. (G 4-2a)
- Making predictions and drawing conclusions about the impact that human actions have on the physical environment. (G 4-3a)
- Explaining the relationship between resources and industry. (E 1-1a)
- Describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services. (E 2-2a)
- Explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations. (E 2-2b)

NHS.4-2B

The student understands the first era of American urbanization.

The student will be able to:

- Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities. [Explain historical continuity and change]
- Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities. [Analyze cause-and-effect relationships]
- Explain the growth of free African American communities in the cities and account for the rise of racial hostility. [Examine the influence of ideas]
- Compare popular and high culture in the growing cities. [Compare and contrast differing sets of ideas]
- Analyze the impact of RI's ethnic development on local, states and national history. (HP 2-1b)
- Identifying key events and people in a particular historical era in order to understand and calculate calendar time. (HP 2-2a)
- Correlating key events to develop an understanding of the historical perspective of the time period in which they occurred. (HP 2-2b)
- Applying demographic factors to understand changes in cultural diversity in an historical and contemporary context. (HP 5-1b)

- Using an historical context, describe how diversity contributes to cultural diffusion, acculturation or assimilation. (HP 5-2b)

NHS.4-2C

The student understands how antebellum immigration changed American society.

The student will be able to:

- Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany. [Analyze cause-and-effect relationships]
- Assess the connection between industrialization and immigration. [Analyze cause-and-effect relationships]
- Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]
- Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. [Assess the importance of the individual in history]

NHS.4-2D

The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

The student is able to:

- Analyze the impact of the Haitian Revolution and the ending of the Atlantic slave trade. [Analyze cause-and-effect relationships]
- Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves. [Analyze cause-and-effect relationships]
- Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]
- Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

NHS.4-2E

The student understands the settlement of the West.

The student will be able to:

- Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]
- Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s. [Compare and contrast different patterns of settlement]
- Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West. [Appreciate historical perspectives]
- Analyze cultural interactions among diverse groups in the trans-Mississippi region. [Consider multiple perspectives]

NHS.4-3B

The student understands how the debates over slavery influenced politics and sectionalism.

The student will be able to:

- Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]

- Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. [Analyze cause-and-effect relationships]
- Analyze how the debates over slavery--from agitation over the "gag rule" of the late 1830s through the war with Mexico--strained national cohesiveness and fostered rising sectionalism. [Compare and contrast differing sets of ideas]

Reform Movements

***OPTIONAL (If time allows)**

Era 4-NHS Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period.

NHS.4-4A

The student understands the abolitionist movement.

The student will be able to:

- Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South. [Examine the influence of ideas]
- Explain the fundamental beliefs of abolitionism and compare the antislavery positions [Consider multiple perspectives]

NHS.4-4B

The student understands how Americans strived to reform society and create a distinct culture.

The student will be able to:

- Examine how literary and artistic movements fostered a distinct American identity among different groups and in different regions. [Draw upon literary and artistic sources]
- Analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future. (HP 3-1a)
- Evaluating alternative courses of actions, (keeping in mind the contest of the time), ethical considerations, and the interest of those affected by the decision, and determine the long-and short-term consequences. (HP 3-1b)
- Comparing and contrasting the cultural influences that shape individuals and historical events. (HP 3-2c)

NHS.4-4C

The student understands changing gender roles and the ideas and activities of women reformers.

The student will be able to:

- Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]
- Recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories. (HP 3-2a)
- Recognizing and reflect on how the differences of human issues across time periods influence their own personal histories. (HP 3-2b)

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- Watching and discussing a newscast of a major world event.
- Reading and summarizing an article from a news source on a current world event.
- Discussing a current world event topic.
- Predicting the outcome of a major world event.
- Identifying a current issue from a country of historical study.

Modern World History Performance Indicators

National History Standards for Grade 9 - World History

World Religion and Culture

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Era 3-NHS Standard 1: Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith NHS.3-1B

The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.

The student will be able to:

- Explain the fundamental teachings and practices of Judaism and compare Jewish monotheism with polytheistic religions of Southwest Asia.
[Compare and contrast differing sets of ideas]

Era 3-NHS Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE NHS.3-2B

The student will be able to:

The student understands the emergence of Christianity in the context of the Roman Empire.

- Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity. [Appreciate historical perspectives]
- Analyze how Christianity spread widely in the Roman Empire. [Analyze multiple causation]

Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE

Era 4 - NHS Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries NHS.4-2A

The student will be able to:

The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

- Describe the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam. [Assess the importance of the individual]

GSE C&G 5 (9-12)-1 Students demonstrate an understanding of the many ways Earth's people are interconnected.

GSE HP 1 (9-12)-2 Students interpret history as a series of connected events with multiple cause-effect relationships

GSE HP 5 (9-12)-1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society.

GSE G 1 (9-12)-1 Students understand maps, globes, and other geographic tools and technology.

GSE G 2 (9-12)-3 Students identify different perspectives of individuals or groups.

GSE E 1 (9-12)-3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance.

Enlightenment and Revolution

Era 6: The Emergence of the First Global Age, (1450-1770)

Era 6-NHS Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750

NHS.6-2E

The student understands the significance of the Enlightenment in European and world history.

The student will be able to:

- Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education. [Examine the influence of ideas]
- Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. [Hypothesize the influence of the past]

Era 7: An Age of Revolutions, (1750-1914)

Era 7-NHS Standard 1: The causes and consequences of political revolutions in the late 18th and early 19th centuries

NHS.7-1A

The student understands how the French Revolution contributed to transformations in Europe and the world.

The student will be able to:

- Analyze how the Seven Years War, Enlightenment thought, and growing internal economic crisis affected social and political conditions in Old Regime France. [Analyze multiple causation]
- Explain how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic empire. [Reconstruct patterns of historical succession and duration]

- Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. [Interrogate historical data]
- Explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women. [Analyze cause-and-effect relationships]
- Describe how the wars of the revolutionary and Napoleonic period changed Europe, and assess Napoleon's effects on the aims and outcomes of the revolution. [Analyze multiple causation]
- Analyze connections between the French and Haitian revolutions and assess the impact of the Haitian movement on race relations and slavery in the Americas and the French empire. [Analyze cause-and-effect relationships]

NHS.7-1B

The student understands how Latin American countries achieved independence in the early 19th century.

The student will be able to:

- Analyze the influence of the American, French, and Haitian revolutions, as well as late 18th-century South American rebellions, on the development of independence movements in Latin America. [Analyze multiple causation]
- Explain the effects of Napoleon's invasion of Iberia and the growth of British power in the Atlantic basin on the struggles for independence. [Evaluate the implementation of a decision]
- Analyze the political and ideological objectives of the independence movements between 1808 and 1830 and explain why these movements succeeded. [Interrogate historical data]
- Compare the political roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in the independence movements. [Marshal evidence of antecedent circumstances]

Era 7-NHS Standard 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.

NHS.7-3B

The student understands Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries.

The student will be able to:

- Analyze the effects of the French Revolution, Napoleonic invasion, and world economy on Russian absolutism to 1850. [Analyze cause-and-effect relationships]
- Analyze relations between the Russian peasantry and land-owning aristocracy and explain the persistence of serfdom in the 19th century. [Identify issues and problems in the past]
- Assess the significance of imperial reforms and popular opposition movements in the later 19th century. [Compare and contrast differing ideas and values]
- Explain why Russia was successful in wars of expansion against the Ottoman empire and other Muslim states. [Analyze multiple causation]
- Analyze motives and means of Russian expansion into Siberia and North America. [Interrogate historical data]

Era 8: A Half-Century of Crisis and Achievement (1900-1945)

Era 8 - NHS Standard 1: Reform, revolution, and social change in the world economy of the early century

NHS.8-1B

The student understands the causes and consequences of important resistance and revolutionary movements of the early 20th century.

The student will be able to:

- Analyze the degree to which the South African (Anglo-Boer) War was an example of “total war.” [Interrogate historical data]
- Explain the causes of the Russian rebellion of 1905 and assess its impact on reform in the succeeding decade. [Analyze cause-and-effect relationships]
- Analyze the significance of the Mexican Revolution as the first 20th-century movement in which peasants played a prominent role. [Appreciate historical perspectives]
- Assess the promise and failure of China’s 1911 republican revolution to address the country’s political, economic, and social problems. [Compare and contrast differing values and institutions]

GSE C&G 1 (9-12)-1 Students demonstrate an understanding of origins, forms, and purposes of government.

GSE C&G 4 (9-12)-1 Students demonstrate an understanding of political systems and processes.

GSE HP 1 (9-12)-1 Students act as historians using a variety of tools.

GSE HP 2 (9-12)-3 Students show an understanding of change over time.

GSE G 1 (9-12)-2 Students interpret the characteristics and features of maps.

GSE G 3 (9-12)-3 Students determine how geography influences human settlement, cooperation or conflict.

GSE E 3 (9-12)-1 Students demonstrate an understanding of the interdependence created by economic decisions.

Industrialization and Nationalism

Era 7: An Age of Revolutions, (1750-1914)

Era 7 - NHS Standard 2: The causes and consequences of the agricultural and industrial revolutions, 1700-1850

NHS.7-2A

The student understands the early industrialization and the importance of developments in England.

The student will be able to:

- Describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of landholding. [Analyze cause-and-effect relationships]
- Identify the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization. [Compare and contrast differing institutions]

- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. [Analyze cause-and-effect relationships]
- Analyze connections between early industrialization and Britain's commercial relations with continental Europe, the Mediterranean, India, the Caribbean, and other world regions. [Analyze cause-and-effect relationships]
- Assess the relative importance of geographical, economic, technological, and political factors that permitted or encouraged the rise of mechanized industry in England. [Analyze multiple causation]

NHS.7-2B

The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin.

The student will be able to:

- Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities. [Appreciate historical perspectives]
- Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children. [Analyze cause-and-effect relationships]
- Analyze connections between industrialization and movements for political and social reform in England, Western Europe, and the United States. [Analyze cause-and-effect relationships]
- Analyze connections between industrialization and the rise of new types of labor organizations and mobilization. [Analyze cause-and-effect relationships]

Era 7 - NHS Standard 4: Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914

NHS.7-4A

The student understands how modern nationalism affected European politics and society.

The student will be able to:

- Identify major characteristics of 19th-century European nationalism and analyze connections between nationalist ideology and the French Revolution, Romanticism, and liberal reform movements. [Appreciate historical perspectives]
- Analyze causes of the revolutions of 1848 and why these revolutions failed to achieve nationalist and democratic objectives. [Analyze cause-and-effect relationships]
- Describe the unification of Germany and Italy and analyze why these movements succeeded. [Analyze multiple causation]
- Assess the importance of nationalism as a source of tension and conflict in the Austro-Hungarian and Ottoman empires. [Analyze cause-and-effect relationships]

NHS.7-4B

The student understands the impact of new social movements and ideologies on 19th-century Europe.

The student will be able to:

- Analyze causes of large-scale migrations from rural areas to cities and how these movements affected the domestic and working lives of men and women. [Analyze multiple causation]

- Explain the leading ideas of Karl Marx and analyze the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe. [Consider multiple perspectives]
- Analyze interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century. [Analyze cause-and-effect relationships]
- Analyze connections between reform movements and industrialization, democratization, and nationalism. [Analyze multiple causation]
- Explain the origins of women's suffrage and other movements in Europe and North America and assess their successes up to World War I. [Marshal evidence of antecedent circumstances]
- Explain the ways in which Britain, France, and Italy became more broadly liberal and democratic societies in the 19th century. [Formulate historical questions]
- Describe the changing legal and social status of European Jews and the rise of new forms of anti-Semitism. [Reconstruct patterns of historical succession and duration]

NHS.7-4C

The student understands cultural, intellectual, and educational trends in 19th-century Europe.

The student will be able to:

Explain how expanded educational opportunities and literacy contributed to changes in European society and cultural life. [Analyze cause-and-effect relationships]

- Evaluate major movements in literature, music, and the visual arts and ways in which they expressed or shaped social and cultural values of industrial society. [Draw upon visual and literary sources]
- Analyze ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values. [Analyze cause-and-effect relationships]
- Describe elements of the distinctive working- and middle-class cultures that emerged in industrial Europe. [Compare and contrast differing values, behaviors, and institutions]

Era 7 - NHS Standard 5: Patterns of global change in the era of Western military and economic domination, 1800-1914

NHS.7-5A

The student understands connections between major developments in science and technology and the growth of industrial economy and society.

The student will be able to:

- Assess the social significance of the work of scientists, including Maxwell, Darwin, and Pasteur. [Examine the influence of ideas]
- Explain how new inventions, including the railroad, steamship, telegraph, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power. [Analyze cause-and-effect relationships]
- Analyze how new machines, fertilizers, transport systems, commercialization, and other developments affected agricultural production in various parts of the world. [Employ quantitative analysis]
- Explain how new forms of generative power contributed to Europe's "second industrial revolution" and compare the role of the state in different countries in directing or encouraging industrialization. [Analyze multiple causation]
- Analyze factors that transformed the character of cities in various parts of the world. [Analyze cause-and-effect relationships]

Era 8: A Half-Century of Crisis and Achievement (1900-1945)

Era 8 - NHS Standard 1: Reform, revolution, and social change in the world economy of the early century

NHS.8-1A

The student understands the world industrial economy emerging in the early 20th century.

The student will be able to:

- Compare the industrial power of Great Britain, France, Germany, Japan, and the United States in the early 20th century. [Utilize visual and mathematical data]
- Analyze the impact of industrial development on the culture and working lives of middle- and working-class people in Europe, Japan, and the United States. [Analyze cause-and-effect relationships]
- Explain leading ideas of liberalism, social reformism, conservatism, and socialism as competing ideologies in the early 20th-century world. [Examine the influence of ideas]
- Explain how entrepreneurs, scientists, technicians, and urban workers in Africa, Asia, and Latin America participated in world trade and industrialization. [Employ quantitative analysis]
- Analyze why European colonial territories and Latin American countries continued to maintain largely agricultural and mining economies in the early 20th century. [Identify issues and problems in the past]

GSE C&G 1 (9-12)-2 Students demonstrate an understanding of sources of authority and use of power, and how they are changed.

GSE C&G 4 (9-12)-1 Students demonstrate an understanding of political systems and political processes.

GSE HP 1 (9-12)-2 Students interpret history as a series of connected events with multiple cause-effect relationships.

GSE HP 4 (9-12)-1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations.

GSE G 2 (9-12)-1 Students understand the physical and human characteristics of places.

GSE G 3 (9-12)-3 Students determine how geography influences human settlement, cooperation or conflict.

GSE E 2 (9-12)-2 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services.

Imperialism and Modern Global Conflict

Era 7: An Age of Revolutions, (1750-1914)

Era7 - NHS Standard 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870

NHS.7-3C

The student understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia.

The student will be able to:

- Explain the advance of British power in India up to 1850 and appraise the efforts of Indians to resist European conquest and achieve cultural renewal. [Consider multiple perspectives]

- Describe patterns of British trade linking India with both China and Europe and assess ways in which Indian farmers and manufacturers responded to world trade. [Analyze cause-and-effect relationships]
- Compare the British conquest of India with the Dutch penetration of Indonesia and assess the role of indigenous elites under these colonial regimes. [Compare and contrast differing values, behaviors, and institutions]

NHS.7-3D

The student understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.

The student will be able to:

- Analyze the economic and social consequences of rapid population growth in China. [Analyze cause-and-effect relationships]
- Analyze causes of governmental breakdown and social disintegration in China in the late 18th century. [Analyze multiple causation]
- Analyze why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets. [Appreciate historical perspectives]
- Assess causes and consequences of the mid-19th century Taiping rebellion. [Analyze cause-and-effect relationships]
- Explain the growth of the Chinese diaspora in Southeast Asia and the Americas and assess the role of overseas Chinese in attempts to reform the Qing. [Formulate historical questions]

NHS.7-5B

The student understands the causes and consequences of European settler colonization in the 19th century.

The student will be able to:

- Explain why migrants left Europe in large numbers in the 19th century and identify temperate regions of the world where they established or expanded frontiers of European settlement. [Draw upon data in historical maps]
- Compare the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia, and Siberia. [Compare and contrast differing values and institutions]
- Analyze geographical, political, economic, and epidemiological factors contributing to the success of European colonial settlement in such regions as Argentina, South Africa, Australia, New Zealand, Algeria, Siberia, Canada, and the United States. [Analyze multiple causation]

NHS.7-5C

The student understands the causes of European, American, and Japanese imperial expansion.

The student will be able to:

- Explain leading ideas of Social Darwinism and scientific racism in 19th-century Europe and assess the importance of these ideas in activating European imperial expansion in Africa and Asia. [Identify issues and problems in the past]
- Describe advances in transportation, medicine, and weapons technology in Europe in the later 19th century and assess the importance of these factors in the success of imperial expansion. [Analyze multiple causation]
- Analyze the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia, and China. [Interrogate historical data]
- Relate the Spanish-American War to United States participation in Western imperial expansion in the late 19th century. [Analyze cause-and-effect relationships]

- Assess the effects of the Sino-Japanese and Russo-Japanese wars and colonization of Korea on the world-power status of Japan. [Analyze cause-and-effect relationships]

NHS.7-5D

The student understands transformations in South, Southeast, and East Asia in the era of the “new imperialism.”

The student will be able to:

- Analyze changes in Indian society and economy under British rule. [Interrogate historical data]
- Explain the social, economic, and intellectual sources of Indian nationalism and analyze reactions of the British government to it. [Analyze cause-and-effect relationships]
- Compare French and British colonial expansion in mainland Southeast Asia and analyze Thailand’s success in avoiding colonization. [Compare and contrast differing values, behaviors, and institutions]
- Analyze how Chinese began to reform government and society after 1895 and why revolution broke out in 1911. [Analyze multiple causation]
- Analyze Japan’s rapid industrialization, technological advancement, and national integration in the late 19th and early 20th centuries. [Formulate historical questions]

NHS.7-5E

The student understands the varying responses of African peoples to world economic developments and European imperialism.

The student will be able to:

- Analyze how the termination of the Atlantic slave trade and increased output of European manufactured goods affected economies of West and Central Africa. [Reconstruct patterns of historical succession and duration]
- Explain the impact of religious and political revolutions in the West African Sudan on state-building, Islamization, and European imperial conquest. [Examine the influence of ideas]
- Explain the rise of Zanzibar and other commercial empires in East Africa in the context of international trade in ivory, cloves, and slaves. [Appreciate historical perspectives]
- Describe the rise of the Zulu empire and analyze its effects on African societies and European colonial settlement. [Formulate historical questions]
- Assess the effects of the discovery of diamonds and gold in South Africa on political and race relations among British colonial authorities, Afrikaners, and Africans. [Analyze cause-and-effect relationships]
- Analyze the sources and effectiveness of military, political, and religious resistance movements against European conquest in such regions as Algeria, Morocco, West Africa, the Sudan, Ethiopia, and South Africa. [Analyze cause-and-effect relationships]
- Explain major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914. [Draw upon the data in historical maps]

Era 8: A Half-Century of Crisis and Achievement (1900-1945)

Era 8 – NHS Standard 2: The causes and global consequences of World War I

NHS.8-2A

The student understands the causes of World War I.

The student will be able to:

- Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. [Analyze multiple causation]
- Analyze the degree to which class and other social conflicts in Europe contributed to the outbreak of war. [Analyze multiple causation]
- Evaluate ways in which popular faith in science, technology, and material progress affected attitudes toward war among European states. [Formulate historical questions]
- Analyze the precipitating causes of the war and the factors that produced military stalemate. [Analyze cause-and-effect relationships]

NHS.8-2B

The student understands the global scope, outcome, and human costs of the war.

The student will be able to:

- Describe the major turning points of the war and the principal theaters of conflict in Europe, the Middle East, Sub-Saharan Africa, East Asia, and the South Pacific. [Interrogate historical data]
- Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war.” [Examine the influence of ideas]
- Explain how massive industrial production and innovations in military technology affected strategy, tactics, and the scale and duration of the war. [Analyze cause-and-effect relationships]
- Explain how colonial peoples contributed to the war effort of both the Allies and the Central Powers by providing military forces and supplies. [Evaluate the implementation of a decision]
- Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. [Analyze cause-and-effect relationships]
- Assess the short-term demographic, social, economic, and environmental consequences of the war’s unprecedented violence and destruction. [Formulate historical questions]

NHS.8-2C

The student understands the causes and consequences of the Russian Revolution of 1917.

The student will be able to:

- Explain the causes of the Russian Revolution of 1917 and analyze why the revolutionary government progressed from moderate to radical. [Analyze multiple causation]
- Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia. [Interrogate historical data]
- Assess the effects of the New Economic Policy on Soviet society, economy, and government. [Analyze cause-and-effect relationships]
- Describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan disrupted and transformed Soviet society in the 1920s and 1930s. [Evaluate the implementation of a decision]

- Analyze the challenges that revolutionary Russia posed to Western governments and explain the impact of the Bolshevik victory on world labor movements. [Interrogate historical data]

GSE C&G 1 (9-12)-2 Students demonstrate an understanding of sources of authority and the use of power, and how they are and can be changed.

GSE C&G 5 (9-12)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world.

GSE HP 1 (9-12)-2 Students interpret history as a series of connected events with multiple cause-effect relationships.

GSE H 3 (9-12)-2 Students make a personal connection in an historical context.

GSE G 2 (9-12)-3 Students identify different perspectives of individuals or groups.

GSE E 1 (9-12)-1 Students demonstrate an understanding of basic economic concepts.

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- Watching and discussing a newscast of a major world event.
- Reading and summarizing an article from a news source on a current world event.
- Discussing a current world event topic.
- Predicting the outcome of a major world event.
- Identifying a current issue from a country of historical study.

Unites States History I (1783-1928) Performance Indicators

National History Standards for Grade 10 - United States

Relationship Between the States and the Federal Government

Era 5: Civil War and Reconstruction (1850-1877)

Era 5-NHS Standard 1: The causes of the Civil War

NHS.5-1A

The student understands how the North and South differed and how politics and ideologies led to the Civil War.

The student will be able to:

- Identify and explain the economic, social, and cultural differences between the North and the South. [Draw upon quantitative data to trace historical developments]
- Analyze how the disruption of the second American party system frayed the durable bonds of union, leading to the ascent of the Republican party in the 1850s. [Analyze multiple causation]

- Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization. [Analyze cause-and-effect relationships]
- Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories. [Examine the influence of ideas]
- Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. [Compare competing historical narratives]
- Chart the secession of the southern states and explain the process and reasons for secession. [Analyze cause-and-effect relationships]
- Describe or explain competing ideas about the purposes and functions of politics and government. (C&G 1-1.a)
- Sequence and summarize events, make connections between a series of events, or compare/contrast events. (HP 1-2.a)

Era 5-NHS Standard 2: The course and character of the Civil War and its effects on the American people

NHS.5-2A

The student will be able to:

The student understands how the resources of the Union and Confederacy affected the course of the war.

- Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side. [Utilize visual and mathematical data]
- Identify the innovations in military technology and explain their impact on humans, property, and the final outcome of the war. [Utilize visual and mathematical data]
- Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. [Assess the importance of the individual in history]
- Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. [Examine the influence of ideas]
- Analyze the purpose, meaning, and significance of the Gettysburg Address. [Identify the author of the historical document and assess its credibility]
- Compare and contrast regional characteristics to understand human events. (G 2-4.a)

NHS.5-2B

The student will be able to:

The student understands the social experience of the war on the battlefield and homefront.

- Compare the motives for fighting and the daily life experiences of Confederate soldiers with those of white and African American Union soldiers. [Evidence historical perspectives]
- Analyze the reasons for the northern draft riots. [Analyze multiple causation]
- Evaluate the Union's reasons for curbing wartime civil liberties. [Consider multiple perspectives]
- Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation. [Examine historical perspectives]

Era 5-NHS Standard 3: How various reconstruction plans succeeded or failed

NHS.5-3A

The student understands the political controversy over Reconstruction.

The student will be able to:

- Contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events. [Compare and contrast differing sets of ideas]
- Analyze the escalating conflict between the president and Congress and explain the reasons for and consequences of Johnson's impeachment and trial. [Consider multiple perspectives]
- Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives]
- Analyze how shared values of the North and South limited support for social and racial democratization, as reflected in the Compromise of 1877. [Analyze cause-and-effect relationships]
- Analyze the role of violence and the tactics of the "redeemers" in regaining control over the southern state governments. [Interrogating historical data]

NHS.5-3B

The student understands the Reconstruction programs to transform social relations in the South.

The student will be able to:

- Explain the economic and social problems facing the South and appraise their impact on different social groups. [Examine historical perspectives]
- Evaluate the goals and accomplishments of the Freedmen's Bureau. [Hold interpretations of history as tentative]
- Describe the ways in which African Americans laid foundations for modern black communities during Reconstruction. [Hypothesize the influence of the past]
- Analyze how African Americans attempted to improve their economic position during Reconstruction and explain the factors involved in their quest for land ownership. [Analyze multiple causation]
- Analyze how and why economic systems have changed over time. (E 1-1.d)

NHS.5-3C

The student understands the successes and failures of Reconstruction in the South, North, and West.

The student will be able to:

- Evaluate the effects of northern capital and entrepreneurship on economic development in the postwar South. [Consider multiple perspectives]
- Assess the progress of "Black Reconstruction" and legislative reform programs promoted by reconstructed state governments. [Marshal evidence of antecedent circumstances]
- Evaluate Reconstruction ideals as a culminating expression of the mid-19th-century impulse of social democratization and perfectionism. [Evaluate major debates among historians]
- Trace patterns chronologically in history to describe changes on domestic, social, or economic life. (HP 2-3.b)
- Apply the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts. (E 1-1.b)

Era 6: The Development of the Industrial United States (1870-1900)

Era 6 - NHS Standard 4: Federal Indian policy and United States foreign policy after the Civil War

NHS.6-4A

The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

The student will be able to:

- Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [Interrogate historical data]
- Compare survival strategies of different Native American societies during the "second great removal." [Appreciate historical perspectives]
- Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. [Evaluate the implementation of a decision]
- Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]

GSE C&G 1 (9-12)-1: Students demonstrate an understanding of origins, forms, and purposes of government.

GSE HP 1 (9-12)-2: Students interpret history as a series of connected events with multiple cause-effect relationships.

GSE HP 2 (9-12)-3: Students show understanding of change over time.

GSE G 2 (9-12)-4: Students identify the ways geography contributes to how regions are defined and identified.

GSE E 1 (9-12)-1: Students demonstrate an understanding of basic economic concepts.

Labor versus Business, Who is Protected Under the Law?

Era 6: The Development of the Industrial United States (1870-1900)

Era 6-NHS Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people

NHS.6-1A

The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

The student will be able to:

- Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life. [Utilize quantitative data]
- Compare various types of business organizations in production and marketing. [Compare and contrast differing sets of ideas]
- Evaluate the careers of prominent industrial and financial leaders. [Assess the importance of the individual in history]
- Explain how business leaders sought to limit competition and maximize profits in the late 19th century. [Examine the influence of ideas]
- Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth. [Utilize quantitative data]
- Compare the ascent of new industries today with those of a century ago. [Hypothesize the influence of the past]

NHS.6-1B

The student understands the rapid growth of cities and how urban life changed.

The student will be able to:

- Explain how geographical factors and rapid industrialization created different kinds of cities in diverse regions of the country. [Draw upon data in historical maps]
- Trace the migration of people from farm to city and their adjustment to urban life. [Appreciate historical perspectives]
- Analyze how urban political machines gained power and how they were viewed by immigrants and middle-class reformers. [Consider multiple perspectives]
- Explain how urban dwellers dealt with the problems of financing, governing, and policing the cities. [Evaluate alternative courses of actions]
- Investigate how urban leaders, such as architects and philanthropists, responded to the challenges of rapid urbanization. [Assess the importance of the individual in history]
- Investigate the causes of major migrations and evaluate the impact on affected populations. (G 3-1.a)

Era 6- NHS Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

NHS.6-2A

The student understands the sources and experiences of the new immigrants.

The student will be able to:

- Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. [Analyze multiple causation]
- Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]

NHS.6-2B

The student understands "scientific racism", race relations, and the struggle for equal rights.

The student will be able to:

- Analyze the scientific theories of race and their application to society and politics. [Examine the influence of ideas]
- Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]
- Analyze the role of new laws and the federal judiciary in instituting racial inequality and in disenfranchising various racial groups. [Evaluate the implementation of a decision]

NHS.6-2C

The student understands how new cultural movements at different social levels affected American life.

The student will be able to:

- Describe how regional artists and writers portrayed American life in this period. [Read historical narratives imaginatively]
- Investigate new forms of popular culture and leisure activities at different levels of American society. [Draw upon visual sources]

- Explain Victorianism and its impact on architecture, literature, manners, and morals. [Employ literature, architecture, diaries, and artifacts]
- Analyze how the rise of public education and voluntary organizations promoted national unity and American values in an era of unprecedented immigration and socioeconomic change. [Examine the influence of ideas]

Era 6- NHS Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes

NHS.6-3A

The student understands how the "second industrial revolution" changed the nature and conditions of work.

The student will be able to:

- Explain the change from workshop to factory and how it altered the worker's world. [Analyze cause-and-effect relationships]
- Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill. [Formulate historical questions]
- Analyze how working conditions changed and how the workers responded to new industrial conditions. [Explain historical continuity and change]
- Identify, describe, or analyze multiple perspectives on an historical trend or event (e.g., mill worker vs. mill owner during Industrial Revolution in Rhode Island). (HP 1-1.c)

NHS.6-3B

The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

The student will be able to:

- Analyze how "reform unions" and "trade unions" differed in terms of their agendas for reform and for organizing workers by race, skill, gender, and ethnicity. [Compare and contrast differing sets of ideas]
- Analyze the causes and effects of escalating labor conflict. [Analyze cause-and-effect relationships]
- Examine the historical origins of power and how that power has been exercised over time. (C&G 1-2.c)

NHS.6-3C

The student understands how Americans grappled with social, economic, and political issues.

The student will be able to:

- Explain how Democrats and Republicans responded to civil service reform, monetary policy, tariffs, and business regulation. [Consider multiple perspectives]
- Explain the causes and effects of the depressions of 1873-79 and 1893-97 and the ways in which government, business, labor, and farmers responded. [Analyze cause-and-effect relationships]
- Explain the political, social, and economic roots of Populism and distinguish Populism from earlier democratic reform movements. [Examine the influence of ideas]
- Analyze the Populists' Omaha Platform of 1892 as a statement of grievances and an agenda for reform. [Interrogate historical data]
- Analyze the issues and results of the 1896 election and determine to what extent it was a turning point in American politics. [Analyze cause-and-effect relationships]
- Identify and give examples of the discrepancies between democratic ideals and the realities of American social and political life. (C&G 2-2.c)

NHS.6-4B

The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

The student will be able to:

- Trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]
- Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy. [Analyze cause-and-effect relationships]
- Evaluate the causes, objectives, character, and outcome of the Spanish-American War. [Interrogate historical data]
- Explain the causes and consequences of the Filipino insurrection. [Analyze cause-and-effect relationships]

GSE C&G 1 (9-12)-2: Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed.

GSE C&G 2 (9-12)-2: Students demonstrate an understanding of the democratic values and principles underlying the U.S. government.

GSE HP 1 (9-12)-1: Students act as historians using a variety of tools (e.g. artifacts and primary and secondary sources.

GSE G 3 (9-12)-1: Students analyze why people do/do not migrate.

GSE E 1 (9-12)-3: Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance.

Domestic and Foreign Policy

Era 7: The Emergence of Modern America (1890-1930)

Era 7-NHS Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

NHS.7-1A

The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels.

The student will be able to:

- Explain how the Progressives drew upon the American past to develop a notion of democracy responsive to the distinctive needs of an industrial society. [Explain historical continuity and change]
- Evaluate Progressive reforms to expand democracy at the local and state levels. [Examine the influence of ideas]
- Assess Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers. [Evaluate alternative courses of action]
- Evaluate Progressive attempts at social and moral reform. [Marshal evidence of antecedent circumstances]

NHS.7-1B

The student understands Progressives at the national level.

The student will be able to:

- Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures. [Assess the importance of the individual]
- Explain why the election of 1912 was a pivotal campaign for the Progressive movement. [Interrogate historical data]

- Compare the New Nationalism, New Freedom, and Socialist agendas for change. [Compare and contrast differing sets of ideas]
- Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society. [Evaluate the implementation of a decision]
- Explain how the decisions of the Supreme Court affected Progressivism. [Interrogate historical data]

Era 7 - NHS Standard 2: The changing role of the United States in world affairs through World War I

NHS.7-2A

The student understands how the American role in the world changed in the early 20th century.

The student will be able to:

- Analyze the reasons for the Open Door policy. [Formulate a position or course of action on an issue]
- Evaluate the Roosevelt administration's foreign policies. [Evaluate the implementation of a decision]
- Analyze and evaluate how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., Commodore Matthew Perry of RI opens trade with Japan). (HP 2-1.c)
- Explain relations with Japan and the significance of the “Gentleman’s Agreement.” [Consider multiple perspectives]
- Compare Taft's dollar diplomacy with Roosevelt's big stick diplomacy and evaluate the results. [Compare and contrast differing sets of ideas]
- Evaluate Wilson's moral diplomacy, especially in relation to the Mexican Revolution. [Examine the influence of ideas]

NHS.7-2B

The student understands the causes of World War I and why the United States intervened.

The student will be able to:

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [Identify issues and problems in the past]
- Assess how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I. [Analyze cause-and-effect relationships]
- Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. [Examine the influence of ideas]
- Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [Assess the importance of the individual]

NHS.7-2C

The student understands the impact at home and abroad of the United States involvement in World War I.

The student will be able to:

- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. [Identify issues and problems in the past]
- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. [Evaluate the implementation of a decision]
- Explain how the American Expeditionary Force contributed to the allied victory. [Interrogate historical data]
- Compare and contrast regional characteristics to understand human events. (G 2-4.a)

- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. [Marshal evidence of antecedent circumstances]
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. [Evaluate the implementation of a decision]

Era 7 – NHS Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression

NHS.7-3A

The student understands social tensions and their consequences in the postwar era.

The student will be able to:

- Identify and explain ways individuals and groups have exercised their rights in order to transform society (e.g., women's suffrage). (C&G 3-2.d)
- Assess state and federal government reactions to the growth of radical political movements. [Evaluate the implementation of a decision]
- Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." [Interrogate historical data]
- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. [Analyze cause-and-effect relationships]
- Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial. [Examine the influence of ideas]
- Analyze how the emergence of the "New Woman" challenged Victorian values. [Examine the influence of ideas]

NHS.7-3B

The student understands how a modern capitalist economy emerged in the 1920s.

The student will be able to:

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]
- Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. [Analyze cause-and-effect relationships]
- Analyze the new business downtown's, the development of suburbs, and the role of transportation in changing urban life. [Explain historical continuity and change]
- Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. [Utilize quantitative data]
- Investigate and synthesize the role of technology in solving and/or creating economic issues of the past and present. (E 2-2.a)
- Prove whether innovation and invention have been beneficial or detrimental to society. (HP 4-2.b)

NHS.7-3C

The student understands how new cultural movements reflected and changed American society.

The student will be able to:

- Specify and evaluate the extension of secondary education to new segments of American society. [Utilize quantitative data]
- Analyze how radio, movies, newspapers, and popular magazines created mass culture. [Examine the influence of ideas]
- Explain the growth of distinctively American art and literature from the social realists to the "lost generation." [Draw upon art and literature]

- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. [Draw upon visual, literary, and musical sources]
- Assess how increased leisure time promoted the growth of professional sports, amusement parks, and national parks. [Analyze cause-and-effect relationships]

NHS.7-3D

The student understands politics and international affairs in the 1920s.

The student will be able to:

- Evaluate the waning of Progressivism and the “return to normalcy.” [Explain historical continuity and change]
- Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision]
- Describe the goals and evaluate the effects of Republican foreign policy. [Analyze cause-and-effect relationships]

GSE C&G 3 (9-12)-2: Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities.

GSE HP 2 (9-12)-1: Students connect the past with the present.

GSE HP 4 (9-12)-2: Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict).

GSE G 1 (9-12)-1: Students identify the ways geography contributes to how regions are defined and identified.

GSE E 2 (9-12)-2: Students analyze how innovations and technology affects the exchange of goods and services.

Civics- Rights and Responsibilities

Era 10: Contemporary United States (1968 to the present)

Era 10-NHS Standard 1: Recent developments in foreign policy and domestic politics

NHS.10-1B

The student understands domestic politics in contemporary society.

The student will be able to:

- Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations. [Compare and contrast differing sets of ideas]
- Examine the impact of the “Reagan Revolution” on federalism and public perceptions of the role of government. [Examine the influence of ideas]
- Analyze constitutional issues in the Iran-Contra affair. [Identify issues and problems in the past]
- Explain why labor unionism has declined in recent decades. [Interrogate historical data]
- Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. [Compare and contrast differing policies]

- Identify how actions of a government affect relationships involving the individual, society and the government. (C&G 1-2.a)
- Analyze the basic structures of government in the U.S. through researching a current historical issue or event. (C&G 2-1.b)
- Identify and describe ways in which people gain or fail to gain access to the institutions of the U.S. government or other political institutions (e.g., access to the political process). (C&G 2-1.c)
- Interpret and analyze the sources of the U.S. democratic tradition in the *Declaration of Independence*, *U.S. Constitution*, and other documents (e.g., *RI Constitution*, Supreme Court decisions). (C&G 2-2.a)
- Describe the criteria used for admission to citizenship in the U.S. (C&G 3-1.e)
- Interact with analyzing and evaluating political institutions and political parties in an authentic context (using local and national issues and events that are personally meaningful. (C&G 4-1.b)
- Critically reflect in their own civic dispositions (e.g., social responsibility). (C&G 4-3.a)

Era 10 – NHS Standard 2: Economic, social, and cultural developments in contemporary United States

NHS.10-2A

The student understands economic patterns since 1968.

The student will be able to:

- Explain the sluggishness in the overall rate of economic growth and the relative stagnation of wages since 1973. [Utilize quantitative data]
- Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. [Analyze cause-and-effect relationships]
- Explain the increase in income disparities and evaluate its social and political consequences. [Analyze cause-and-effect relationships]
- Examine the consequences of the shift of the labor force from manufacturing to service industries. [Evaluate debates among historians]
- Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. [Explain historical continuity and change]
- Assess the effects of international trade, transnational business organization, and overseas competition on the economy. [Utilize quantitative data]
- Describe the interconnected nature of a contemporary or historical issue (e.g., access to medical care). (C&G 5-2.a)

NHS.10-2D

The student understands contemporary American culture.

The student will be able to:

- Evaluate the desegregation of education and assess its role in the creation of private white academies. [Analyze multiple causation]
- Analyze how social change and renewed ethnic diversity has affected artistic expression and popular culture. [Analyze cause-and-effect relationships]
- Explain the influence of media on contemporary American culture. [Explain historical continuity and change]
- Explore the international influence of American culture. [Draw upon visual and musical sources]
- Explain the reasons for the increased popularity of professional sports and examine the influence of spectator sports on popular culture. [Reconstruct patterns of historical succession and duration]
- Analyze how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence. (HP 5-2.a)

NHS.10-2E

The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

The student will be able to:

- Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. [Consider multiple perspectives]
- Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. [Explain historical continuity and change]
- Explain the evolution of government support for the assertion of rights by the disabled. [Reconstruct patterns of historical succession and duration]
- Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents. [Explain historical continuity and change]
- Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans. [Consider multiple perspectives]
- Evaluate the continuing struggle for *e pluribus unum* amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. [Consider multiple perspectives]
- Compare and contrast the physical, social, and economic impacts to suit and satisfy human needs. (G4-3.b)

GSE C&G 1 (9-12)-2: Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed.

GSE C&G 2 (9-12)-1: Students demonstrate an understanding of United States government (local, state, national).

GSE C&G 2 (9-12)-2: Students demonstrate an understanding of the democratic values and principles underlying the U.S. government.

GSE C&G 3 (9-12)-1: Students demonstrate an understanding of citizens' rights and responsibilities.

GSE C&G 4 (9-12)-1: Students demonstrate an understanding of political systems and political processes.

GSE C&G 4 (9-12)-3: Students participate in a civil society.

GSE C&G 5 (9-12)-2: Students demonstrate an understanding of the benefits and challenges of an interconnected world.

GSE HP 5 (9-12)-2: Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment.

GSE G 4 (9-12)-3: Students explain how human actions modify the physical environment.

GSE E 3 (9-12)-1: Students demonstrate an understanding of the interdependence created by economic decisions.

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- Watching and discussing a newscast of a major world event.
- Reading and summarizing an article from a news source on a current world event.
- Discussing a current world event topic.
- Predicting the outcome of a major world event.
- Identifying a current issue from a country of historical study.

United States History II (1929-Present) Performance Indicators

National History Standards for Grades 11-12 - United States

What is the Proper Role of the Federal Government?

Era 8 : The Great Depression and World War II (1929-1945)

Era 8-NHS Standard 1: The causes of the Great Depression and how it affected American society.

NHS.8-1A

The student understands the causes of the crash of 1929 and the Great Depression.

The student will be able to:

- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. [Analyze multiple causation]
- Analyze the causes and consequences of the stock market crash of 1929. [Compare competing historical narratives]
- Evaluate the causes of the Great Depression. [Analyze multiple causation]
- Explain the global context of the depression and the reasons for the worldwide economic collapse. [Evaluate major debates among historians]
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. [Formulate a position or course of action on an issue]

NHS.8-1B

The student understands how American life changed during the 1930s.

The student will be able to:

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. [Analyze multiple causation]
- Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. [Analyze multiple causation]
- Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. [Consider multiple perspectives]

Era 8-NHS Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

NHS.8-2A

The student understands the New Deal and the presidency of Franklin D. Roosevelt.

The student will be able to:

- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. [Assess the importance of the individual in history]
- Analyze the links between the early New Deal and Progressivism. [Compare and contrast differing sets of ideas]
- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. [Compare and contrast differing sets of ideas]
- Analyze the involvement of minorities and women in the New Deal and its impact upon them. [Assess the importance of the individual in history]

NHS.8-2B

The student understands the impact of the New Deal on workers and the labor movement.

The student will be able to:

- Explain how New Deal legislation and policies affected American workers and the labor movement. [Analyze cause-and-effect relationships]
- Evaluate labor union positions on minority and women workers. [Consider multiple perspectives]
- Explain the impact of the New Deal on nonunion workers. [Formulate a position or course of action on an issue]

NHS.8-2C

The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

The student will be able to:

- Identify the leading opponents of New Deal policies and assess their arguments. [Compare and contrast differing sets of ideas and values]
- Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration's response. [Compare and contrast differing sets of ideas]
- Evaluate the significance and legacy of the New Deal. [Evaluate the implementation of a decision]

Era 9: Postwar United States (1945 to early 1970s)

Era 9-NHS Standard 1: The economic boom and social transformation of postwar United States

NHS.9-3B

The student understands the “New Frontier” and the “Great Society.”

The student will be able to:

- Examine the role of the media in the election of 1960. [Utilize visual and quantitative data]
- Evaluate the domestic policies of Kennedy's “New Frontier.” [Hold interpretations of history as tentative]
- Evaluate the legislation and programs enacted during Johnson's presidency. [Evaluate the implementation of a decision]
- Assess the effectiveness of the “Great Society” programs. [Evaluate major debates among historians]

Era 10: Contemporary United States (1968 to the present)

Era 10-NHS Standard 1: Recent developments in foreign policy and domestic politics

NHS.10-1B

The student understands domestic politics in contemporary society.

The student will be able to:

- Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations. [Compare and contrast differing sets of ideas]
- Examine the impact of the “Reagan Revolution” on federalism and public perceptions of the role of government. [Examine the influence of ideas]
- Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. [Compare and contrast differing policies]

Era 10-NHS Standard 2: Economic, social, and cultural developments in contemporary United States

NHS.10-2A

The student understands economic patterns since 1968.

The student will be able to:

- Explain the increase in income disparities and evaluate its social and political consequences. [Analyze cause-and-effect relationships]
- Assess the effects of international trade, transnational business organization, and overseas competition on the economy. [Utilize quantitative data]

War: Hard Choices

Era 8 : The Great Depression and World War II (1929-1945)

Era 8-NHS Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

NHS.8-3A

The student understands the international background of World War II.

The student will be able to:

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. [Analyze multiple causation]
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. [Challenge arguments of historical inevitability]
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. [Draw upon data in historical maps]
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. [Analyze cause-and-effect relationships]

- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. [Formulate a position or course of action on an issue]
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. [Marshal evidence of antecedent circumstances]

NHS.8-3B

The student understands World War II and how the Allies prevailed.

The student will be able to:

- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. [Draw upon data in historical maps]
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. [Interrogate historical data]
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. [Hypothesize the influence of the past]
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. [Evaluate major debates among historians]
- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. [Utilize visual and quantitative data]
- Explain the purposes and organization of the United Nations. [Marshal evidence of antecedent circumstances]

NHS.8-3C

The student understands the effects of World War II at home.

The student will be able to:

- Explain how the United States mobilized its economic and military resources during World War II. [Utilize visual and quantitative data]
- Explore how the war fostered cultural exchange and interaction while promoting nationalism and American identity. [Analyze cause-and-effect relationships]
- Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. [Formulate a position or course of action on an issue]
- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. [Evaluate the implementation of a decision]
- Analyze the effects of World War II on gender roles and the American family. [Compare and contrast differing sets of ideas]
- Evaluate the war's impact on science, medicine, and technology, especially in nuclear physics, weaponry, synthetic fibers, and television. [Utilize quantitative data]
- Evaluate how Americans viewed their achievements and global responsibilities at war's end. [Interrogate historical data]

Era 9: Postwar United States (1945 to early 1970s)

Era 9-NHS Standard 1: The economic boom and social transformation of postwar United States

NHS.9-2C

The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.

The student will be able to:

- Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. [Analyze multiple causation]
- Explain the composition of the American forces recruited to fight the war. [Interrogate historical data]
- Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. [Appreciate historical perspectives]
- Explain the provisions of the Paris Peace Accord of 1973 and evaluate the role of the Nixon administration. [Differentiate between historical facts and historical interpretations]
- Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. [Formulate a position or course of action on an issue]

GSE G&C 3 (9-12)-2 Students demonstrate an understanding of how individuals and groups exercise or have been denied their rights and responsibilities.

GSE G&C 5 (9-12)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world.

GSE HP 1 (9-12)-1 Students act as historians, using a variety of tools.

GSE HP 1 (9-12)-2 Students interpret history as a series of connected events with multiple cause-effect relationships.

GSE HP 3 (9-12)-1 Students demonstrate an understanding of how the past frames the present.

GSE G 1 (9-12)- 2 Students interpret the characteristics and features of maps.

GSE G 3 (9-12)- 3 Students determine how geography influences human settlement, cooperation or conflict.

GSE E 1 (9-12)-1 Students demonstrate an understanding of basic economic concepts.

GSE E 3 (9-12)-3 Students demonstrate an understanding of the role of government in a global economy.

Civil Rights: The Fight for Equality

Era 9: Postwar United States (1945 to early 1970s)

Era 9-NHS Standard 1: The economic boom and social transformation of postwar United States

Era 9-NHS Standard 3: Domestic policies after World War II

NHS.9-3A

The student understands the political debates of the post-World War II era.

The student will be able to:

- Evaluate Truman's civil rights policies and their effect on splintering the Democratic party. [Assess the importance of the individual in history]
- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. [Analyze cause-and-effect relationships]

Era 9-NHS Standard 4: The struggle for racial and gender equality and for the extension of civil liberties

NHS.9-4A

The student understands the “Second Reconstruction” and its advancement of civil rights.

The student will be able to:

- Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. [Analyze multiple causation]
- Evaluate the Warren Court’s reasoning in *Brown v. Board of Education* and its significance in advancing civil rights. [Analyze cause-and-effect relationships]
- Explain the resistance to civil rights in the South between 1954 and 1965. [Identify issues and problems in the past]
- Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. [Assess the importance of the individual in history]
- Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. [Evaluate the implementation of a decision]
- Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [Explain historical continuity and change]
- Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. [Marshal evidence of antecedent circumstances]

NHS.9-4B

The student understands the women’s movement for civil rights and equal opportunities.

The student will be able to:

- Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. [Marshal evidence of antecedent circumstances]
- Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. [Formulate a position or course of action on an issue]
- Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and *Roe v. Wade*. [Consider multiple perspectives]

Era 10: Contemporary United States (1968 to the present)

Era 10-NHS Standard 2: Economic, social, and cultural developments in contemporary United States

NHS.10-2A

The student understands economic patterns since 1968.

The student will be able to:

- Explain the increase in income disparities and evaluate its social and political consequences. [Analyze cause-and-effect relationships]

GSE G&C 1 (9-12)-2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed.

GSE G&C 2 (9-12)-1 Students demonstrate an understanding of United States government.

GSE G&C 2 (9-12)-2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government.

GSE G&C 3 (9-12)-2 Students demonstrate an understanding of how individuals and groups exercise or are denied their rights and responsibilities.

GSE HP 1 (9-12)-1 Students act as historians, using a variety of tools.

GSE HP 3 (9-12)-1 Students demonstrate an understanding of how the past frames the present.

GSE HP 5 (9-12)-3 Students demonstrate an understanding of how various perspectives have led individuals or groups to interpret events or phenomena differently and with different consequences.

GSE G 2 (9-12)-3 Students identify different perspectives of individuals or groups.

GSE E 1(9-12)-1 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices.

GSE E 3 (9-12)-2 Students demonstrate an understanding of the role of government in a global economy.

International Relations

Era 9- NHS Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

NHS.9-2A

The student understands the international origins and domestic consequences of the Cold War.

The student will be able to:

- Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. [Analyze cause-and-effect relationships]
- Explain the origins of the Cold War and the advent of nuclear politics. [Hold interpretations of history as tentative]
- Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. [Analyze cause-and-effect relationships]
- Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. [Formulate a position or course of action on an issue]
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. [Evaluate the implementation of a decision]
- Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. [Analyze cause-and-effect relationships]
- Analyze the change from confrontation to coexistence between the Soviet Union and the United States. [Analyze cause-and-effect relationships]

Era 10: Contemporary United States (1968 to the present)

Era 10-NHS Standard 1: Recent developments in foreign policy and domestic politics

NHS.10-1C

The student understands major foreign policy initiatives.

The student will be able to:

- Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union. [Examine the influence of ideas]
- Assess Nixon's policy of detente with the USSR and the People's Republic of China. [Analyze multiple causation]
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. [Analyze cause-and-effect relationships]
- Evaluate Reagan's efforts to reassert American military power and rebuild American prestige. [Hypothesize the influence of the past]
- Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. [Analyze multiple causation]
- Evaluate the reformulation of foreign policy in the post-Cold War era. [Analyze cause-and-effect relationships]

Era 10-NHS Standard 2: Economic, social, and cultural developments in contemporary United States

NHS.10-2A

The student understands economic patterns since 1968.

The student will be able to:

- Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. [Explain historical continuity and change]
- Assess the effects of international trade, transnational business organization, and overseas competition on the economy. [Utilize quantitative data]

NHS.10-2E

The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

The student will be able to:

- Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. [Consider multiple perspectives]
- Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. [Explain historical continuity and change]
- Explain the evolution of government support for the assertion of rights by the disabled. [Reconstruct patterns of historical succession and duration]
- Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents. [Explain historical continuity and change]
- Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans. [Consider multiple perspectives]

GSE G&C 1 (9-12)-1 Students demonstrate an understanding of origins, forms, and purposes of government.

GSE G&C 2 (9-12)-2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government.

GSE C&G 3 (9-12)-1: Students demonstrate an understanding of citizens' rights and responsibilities.

GSE G&C 3 (9-12)-2 Students demonstrate an understanding of how individuals and groups exercise or are denied their rights and responsibilities.

GSE G&C 4 (9-12)-1 Students demonstrate an understanding of political systems and political processes.

GSE HP 1 (9-12)-1 Students act as historians, using a variety of tools.

GSE HP 2 (9-12)-1 Students connect the past with the present.

GSE HP 5 (9-12)-2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment.

GSE G 2 (9-12)-3 Students identify different perspectives of individuals or groups.

GSE E 2 (9-12)-1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services.

The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**

Social Studies Standards and Performance Indicators for Social Psychology

Standard SS/SP/1.0: The student understands the historical and contemporary perspectives used by psychologists to understand behavior and mental processes.

Students will demonstrate the ability to:

- **Explain the historical background of the study of behavior.**
- **Use the Big 6 research method, comparing and contrasting the six main contemporary perspectives in psychology. (E2a)**

Standard SS/SP/2.0: The student understands the psychological concepts and perspectives of learning.

Students will demonstrate the ability to:

- **Classify the characteristics of learning according to psychologists.**
- **Explain the principles of classical conditioning.**
- **Explain the principles of operant conditioning.**

Standard SS/SP/3.0: The student understands the psychological concepts and perspectives of memory.

Students will demonstrate the ability to:

- Identify three types of memory.
- Explain the three stages of memory.
- Classify the three processes of memory.
- Evaluate the use of eyewitness testimony in relation to problems with memory.
- Recommend methods for improving memory.

Standard SS/SP/4.0: The student understands the contemporary psychological theories of personality and how they relate to an understanding of behavior.

Students will demonstrate the ability to:

- Distinguish between psychoanalytic, humanistic, and sociocultural approaches to personality.
- Analyze the creation of gender roles.
- Identify the social conditions responsible in creating gender stereotypes.
- Explain Kohlberg's stages of morality in the development of personality.
- Defend the theory of heredity versus environment in the development of personality.

Standard SS/SP/5.0: The student understands the influence of sensation and perception on human behavior.

Students will demonstrate the ability to:

- Distinguish between sensation and perception in humans.
- Explain how sensation and perception contribute to an understanding of environment.
- Identify the processes of the five human senses.
- Generalize the basic laws of sensory perception.

Standard SS/SP/6.0: The student understands the social issues and forces that lead to conformity and obedience to authority.

Students will demonstrate the ability to:

- Defend Milgram's theory as it relates to obedience to authority.
- Identify the ways in which membership in a group can influence individual behavior.
- Classify the factors that lead people to conform.

Standard SS/SP/7.0: The student understands the perspectives and theories used by psychologists in explaining the causes of social deviance.

Students will demonstrate the ability to:

- Explain the concept of labeling according to observable behavior.
- Identify the causes of labeling as it applies to social norms.
- Compare and contrast contemporary and historical theories on the causes of social deviance.

Standard SS/SP/8.0: The student understands the three stages of human development

Students will demonstrate the ability to:

- Analyze the physical, social, and cognitive development of infants and children.

- Compare and contrast the developmental theories of Freud, Piaget, and Erikson.
- Analyze the physical, social, and cognitive development of adolescents.
- Identify the three stages of adulthood.
- Explain the psychological stages of grieving as they relate to death and dying.

Social Studies Standards and Performance Indicators for World Geography

Standard SS/WG/1.0: The student knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, organize, and report information from a spatial perspective.

Students will demonstrate the ability to:

- Develop maps and graphs to show the spatial relationships between regions (e.g., transportation networks illustrating air, rail, and highway connections between northern and southern Europe, or time-to-travel distance ratios within a certain region).
- Evaluate the relative merits of maps and other geographic representations, tools, and technologies in terms of their value in solving geographic problems such as choosing the best transportation routes or the best time of year to visit a specific country or region.
- Use mental maps to answer geographic questions (e.g., list countries through which a person would travel between two points, such as Paris to Rome, or San Francisco to Boston).
- Analyze ways in which people's mental maps reflect an individual's attitudes toward places by comparing passages from fiction to reach conclusions about the human perception of places (e.g., Las Vegas as exciting or Paris as romantic).

Standard SS/WG/2.0: The student knows and understands how physical and human characteristics shape a place.

Students will demonstrate the ability to:

- Explain how social, cultural, and economic processes shape the features of places. For example, describe how culture (e.g., language, food, gender roles, belief systems, resources, modes of transportation, and communication) affects the characteristics of a place.
- Describe and interpret physical processes that shape places, such as the role of climate (e.g., the effects of temperature, precipitation, wind) or erosional processes (e.g., the cliffs of Malibu or the sand dunes of Cape Cod).

Standard SS/WG/3.0: The student knows and understands how people create regions to interpret Earth's complexity.

Students will demonstrate the ability to:

- Give examples of regions at different spatial scales (e.g., hemisphere, regions within continents, countries and cities).
- Suggest criteria for and examples of functional regions (e.g., the "fan-shed" of a professional sports team), formal regions (e.g., provinces of Canada), and perceptual regions (e.g., the Riviera in southern France).
- Assess the impact of regional transportation changes on people (e.g., the construction of a new airport or rail system).
- Explain how regions are connected by the use of cultural clues such as food preferences, language use, and customs to indicate how migration creates cultural ties between regions.
- Evaluate the meaning and impact of regional labels (e.g., Capital Hill in Washington, D.C., the South) and regional events (e.g., crime in Miami or the Mardi Gras in New Orleans) that contribute to that region's image.

Standard SS/WG/4.0: The student knows and understands how culture influences people's perception of places and regions.

Students will demonstrate the ability to:

- Assess a place or region from the points of view of various types of people, such as a wealthy American tourist, a business traveler, or a middle class family with young children and a limited travel budget.
- Trace the role of technology in changing culture groups' perceptions of their physical environments (e.g., the air-boat's impact on tourist travel in Florida's Everglades).
- Identify ways culture influences people's perceptions of places and regions by reading stories or magazine articles from other cultures to determine what they perceive as beautiful or valuable in their country. (E1c)
- Illustrate and explain how places and regions serve as cultural symbols by compiling magazine or internet pictures that show buildings, structures, or statues that represent or symbolize a city (e.g., Golden Gate Bridge in San Francisco; the Opera House in Sydney, Australia; the Gateway Arch in St. Louis; Tower Bridge in London).

Standard SS/WG/5.0: The student knows and understands how physical processes shape the patterns of Earth's surface.

Students will demonstrate the ability to:

- Use physical processes to explain patterns in the physical environment such as: (a.) erosional agents (e.g., ice and glacial valleys, waves and sea cliffs); (b.) margins of tectonic plates such as earthquake zones and volcanic activity (e.g., the Ring of Fire around the Pacific Ocean, the San Andreas Fault in coastal California); (c.) ocean circulation system and the way it affects climate (e.g., North Atlantic Drift and the mild climate it creates in western Europe).
- Analyze physical patterns in terms of the processes that created them by constructing climate graphs for selected places and by suggesting reasons for similarities and differences in climates. Use this information to explain why it may be more desirable to visit certain places during certain seasons (e.g., avoiding a Caribbean cruise during hurricane season).
- Compare and contrast regions of the world with similar physical features (e.g., desert regions in Nevada and western China or sub-arctic regions in Russia and Canada).

Standard SS/WG/6.0: The student knows and understands the characteristics, distribution, and complexity of Earth's cultural mosaics.

Students will demonstrate the ability to:

- Identify ways in which communities reflect the cultural background of their inhabitants by being able to identify the components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems, and local food preferences).
- Distinguish between the ways of life of different people living in the same region (e.g., the cultural differences among Sikhs, Hindus, and Muslims living in India).
- Use the Big 6 method to conduct research that leads to the description and comparison of patterns of culture in various places and regions around the world. Include cultural customs an American traveler should know to assure cultural harmony and to avoid cultural clashes. (E2a)
- Explain how political and economic alliances affect world culture regions (e.g., the European Union as it affects the cohesiveness and power of Europe, or NAFTA's effect on the trade relations among the United States, Canada, and Mexico).

Social Studies Performance Indicators for Contemporary Issues

Students will demonstrate the ability to:

This course should have great flexibility to allow the exploration of the most immediate contemporary issues.

(Background to Issues)

- Diagram the United States government model and explain how it works.
- Identify and explain the United States economic system.
- Explain the background of social stratification.
- Compare and contrast the United States political, economic, and social structures with other systems in the world. (Domestic Issues)
- Use the Big 6 research method to analyze the impact of terrorism (post 9/11). (E2a)
- Identify and explain the lack of faith people have in government.
- Identify national environmental problems and explore solutions.
- Identify the energy crisis in the United States and explain its impact.
- Analyze the drug problem and pose potential solutions.
- Identify and explain the health care crisis.
- Identify and explain the social security dilemma.
- Assess the need for social programs (Head Start, welfare, public housing, social security).
- Explain the business cycle and relate it to current economic conditions.
- Analyze the equality issues of women and minorities.
- Explain their major constitutional rights.
- Examine how society changes and identify current trends. (Foreign Issues)
- Explain the need for defense in the world today.
- Identify the major terrorist organizations and explain the reasons for their extremist philosophies.
- Identify major world environmental problems and ponder solutions.
- Analyze major political, economic, and social problems in the world.
- Identify major issues the United States is dealing with in Latin America, the Middle East, Europe, Africa, and Asia.
- Explain major problems in world trade.

Social Studies Performance Indicators for Youth and Law

Students will demonstrate the ability to:

The Need for Law:

- Explain the need for law in our families, schools, and society.
- Compare and contrast the schools of jurisprudence.
- Describe how laws have changed since Hammurabi's Code.
- Analyze how laws reflect a society's values.
- Evaluate the relationship between rights and responsibilities.

The Legal System:

- Evaluate the relationship between rights and responsibilities.
- Identify the branches of government and their purpose.
- Explain why citizenship is not a "spectator sport."
- Compare and contrast civil and criminal law.
- Using the Big 6 research method, identify and explain the types of courts and how they function. (E2a)

Crime and Society:

- Develop a list of crimes.
- Explain the causes of crime.
- Distinguish between grades and degrees of crime.
- Distinguish between felonies and misdemeanors.
- Describe the relationship between crimes and state of mind.

Due Process:

- Evaluate the importance of rights.
- Present an argument against "loopholes" in laws.
- Summarize states' rights in the Fourth, Fifth, Sixth, and Eighth Amendments.
- Use the Big 6 research method to identify and explain significant Supreme Court cases (e.g., Mapp, Miranda, Gideon, Gault). (E2a)
- Identify and analyze the steps that occur between arrest and trial.
- Explain the reasons for prisons and punishment.
- Compare and contrast different types of juries.
- Demonstrate the various roles in a court case by participating in a mock trial.

Social Studies Performance Standards for Ancient Studies:

The Greek World

Standard: National History Standards for World History/1.0, Era 3: The student will assess the social, political, and economic factors that lead to the growth and development of classical Greek society.

Students will demonstrate the ability to:

- Identify major Greek myths and dramas and assess how they reflected social values and attitudes.
- Identify major characteristics of the Minoan civilization.
- Identify major characteristics of the Mycenaean civilization.
- Assess the causes and effects of the Trojan War.
- Explain the emergence of Greek city-states and the political, social, and legal characteristics of the Polis system.
- Classify the social class divisions of Greek society.
- Identify and explain how the Athenian democracy emerged.
- Identify and explain the structure of the Spartan Oligarchy.
- Compare and contrast Athenian Democracy with the Spartan Oligarchy.

Standard: National History Standards for World History/2.0, Era 3 The student understands the major cultural achievements of Greek civilization and their influences on the development of Western Civilization.

Students will demonstrate the ability to:

- Analyze the major events of the wars between Persia and the Greek city-states and the reasons why the Persians failed to conquer the Aegean region.
- Identify and explain the cultural significance of the Greek city-states defeating Persia.
- Identify and explain the development of the Delian League.
- Identify the major characteristics of Greek architecture and sculpture and assess ways in which architecture, sculpture and painting expressed social values and attitudes.
- Explain the leading ideas of Socrates, Plato, Aristotle, Herodotus, and other philosophers and historians.
- Assess the domestic policies and programs created by Pericles.
- Assess the causes and effects of the Peloponnesian Wars.
- Analyze the rise of Macedonia under Philip II and explain the campaigns and scope and success of Alexander's conquests.
- Evaluate major achievements of Hellenistic Art, philosophy, and political thought throughout the rest of the world.

Social Studies Performance Standards for Ancient Studies:

The Roman World

Standard: National History Standards for World History/ 3.0, Era 3 The student will analyze why Rome transformed from a republic to an empire. Students will demonstrate the ability to:

- Evaluate the contributions of the Etruscans and Greek society to the development of Roman society and cultures.
- Identify major Roman myths and dramas and assess how they reflected social values and attitudes.
- Evaluate and assess the structure of the Roman Republic.
- Assess the causes and effects of the Punic Wars on Roman society.
- Evaluate the economy and society of Rome after the Punic Wars.
- Assess the impact of Roman conquest on the Mediterranean region.
- Identify and explain the impact Julius Caesar's leadership had on the Roman Republic.
- Identify and explain why the Roman Republic fell.

Standard: National History Standards for World History/ 4.0, Era 3 The student will analyze the social, political, and economic factors that contributed the rise and fall of the Roman Empire.

Students will demonstrate the ability to:

- Describe the political and social institutions of the Roman Republic and analyze why Rome was transformed from a republic to an empire.
- Describe the major phases in the expansion of the empire through the 1st century CE.
- Identify and explain the impact the leadership of Augustus had on the growth of the Roman Empire.
- Identify and explain the legacy and impact Roman Emperors had on the development and destruction of the Roman Empire.
- Assess ways in which imperial rule over a vast area transformed Roman society, economy, and culture.
- Evaluate the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on the Roman Empire.
- Explain the rise of Christianity and its fundamental teachings in the Roman Empire.
- Assess the reasons and conditions that led to the destruction of the Roman Empire.
- Assess the legacy of the Roman Empire to the development of western civilization.

Pacing Guide for Grades K through 4

Pacing Guide Grade K				
Quarter	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
1 9 weeks	<p>Rules and consequences Fairness, cooperation, and respect</p> <p>Identify rules and consequences for not following them School community roles (principal, teachers, secretary, custodians, etc.)</p> <p>Understand maps of the school</p>	<p>Why are rules important in a community?</p> <p>How does your behavior impact others?</p> <p>How do the rules affect your behavior?</p> <p>What are the different roles of the people that work in a school?</p> <p>How do the adults in the school help you?</p>	<p>NCSS: SS10 GSE: E1</p> <p>NCSS: SS5,6 GSE: C&G-3 C&G-4 HP4 E3 C&G-1</p> <p>NCSS: SS3 GSE: C&G-2</p> <p>G1</p>	<p>DE: <i>Community Rules and Laws, Second Edition</i> - first 2 segments [video, 6 min.]</p> <p>DE: <i>Going to School is Your Job</i> [video, 13 min.]</p>

2 9 weeks	Important days & holidays, including elections mayor/ governor/president Cultural understanding (e.g. celebrations, language, art, music)	Why are the important dates and holidays celebrated? What are some of different ways people celebrate? Why?	NCSS: SS1,2,4 GSE: C&G-2 C&G-4 HP5 NCSS: SS1,9 GSE: C&G-5 HP2,5	DE: “Holiday Facts and Fun” series [video, approx. 15 min.] 17 titles including <i>Constitution Day</i> , <i>Memorial Day</i> , <i>Veteran’s Day</i> , <i>Hanukkah</i> , <i>Columbus Day</i> , etc.
3 4 weeks 5 weeks	Family needs, e.g. food, clothing, shelter, jobs/careers-income Purposes of money and how it can be used	What are the similarities and differences of what families need? How can money be used/saved?	NCSS: SS7 GSE: G3,4 E2 E3	DE: <i>All About Families</i> [video, 10 min.]
4 9 weeks	Recycling & conservation	How do you recycle, and why is it important?	NCSS: SS8 GSE: C&G-4 C&G-5	
A 1 1 Y e a	Seasons and their effects Describe and organize a sequence of various events in their life/year Calendar (weather, holidays and patriotic symbols)	How does the season affect what you wear and do?	NCSS: SS3 GSE: G4 HP1,2 NCSS:	

r			SS2 GSE: C&G-2	
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Pacing Guide Grade 1				
Quarter	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
1	Rules and consequences Fairness, cooperation, and respect	Why are rules important in a family and school community?	NCSS: SS10 GSE: E1	DE: <i>Community Rules and Laws</i> [video, 15 min.]
4 weeks	Identify rules and consequences for not following them	How does behavior impact one another?	NCSS: SS5,6 GSE: C&G-3 C&G-4 HP4 E3	DE: <i>How to Read a Map</i> [song, 3:45 min.]
5 weeks	Identify authority figures in the family, community and nation	How do the rules affect your behavior at home and school?	C&G-1	DE: <i>Beginning Maps: Models and Places</i> [video, 15 min.]
	Understand the purpose of maps including key, cardinal directions	How are authority figures important?	NCSS: SS3 GSE: C&G-2 G1	DE: <i>Understanding and Making Maps: An Introduction</i> [video, 19 min.]
		Who makes the rules and enforces them at home, at school, in a community?		
		When and why would you and your family use maps?		
2	Important days & holidays (including elections mayor/ governor/president)	Why are the important dates and holidays celebrated?	NCSS: SS1,2,4	DE: “Holiday Facts and Fun” series [video, approx. 15 min.]

9 weeks	Cultural understanding (e.g. celebrations, language, art, music)	What are some of different ways people celebrate? Why?	GSE: C&G-2 C&G-4 HP5 NCSS: SS1,9 GSE: C&G-5 HP2,5	17 titles including <i>Constitution Day</i> , <i>Memorial Day</i> , <i>Veteran's Day</i> , <i>Hanukkah</i> , <i>Columbus Day</i> , etc.
3 weeks 2 weeks 7 weeks	Compare and contrast types of families, their needs, and different groups families can belong to Purposes of money and how it can be used	What are the similarities and differences of families? How do prices of things affect what you can buy?	NCSS: SS7 GSE: G3,4 E2 NCSS: SS7 GSE: E3	DE: <i>How Our Economy Works: All About Earning and Spending Money</i> [video, 18 min.]
4 weeks 4 weeks 5 weeks	Recycling & conservation Distinguishes between natural and human made characteristics in the environment	How do you recycle at home in classroom, and why is it important? What are the similarities and differences of where you live?	NCSS: SS8 GSE: C&G-4 C&G-5 G2	DE: <i>Taking Care of Our Earth</i> [video, 17 min.]
A 1 1 Y	Seasons and its effects Describe and organize a sequence of various events in their life/year	How does the season affect what you wear and do? What events occur in each	NCSS: SS3 GSE: G4	DE: <i>Magical Mother Nature: The Four Seasons</i> [video, 15 min.]

e a r	Calendar (weather, holidays and patriotic symbols)	month of the year?	HP1,2 NCSS: SS2 GSE: C&G-2	
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Pacing Guide Grade 2				
Quarter	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
1 3 weeks 6 weeks	<p>Student Responsibilities (Rules and consequences, cooperation, respect of people, things, and places)</p> <p>Reading and constructing maps of home, school, and neighborhood with key-including basic landforms (river, mountains, oceans, climate)</p>	<p>How do your actions affect the people/ environment around you? Home, school, and neighborhood?</p> <p>Where in the community are you?</p> <p>How are our neighborhoods similar? Different?</p>	<p>NCSS: SS5,6 GSE: C&G 1,2,3,5 E1,3 HP4</p> <p>NCSS: SS1,3,4 GSE: G1,2,3,4 HP4</p>	<p>DE: “Neighborhoods and Communities” [video segment, 2 min.]</p> <p>DE: <i>Beginning Maps: Models and Places</i> [video, 15 min] - especially second segment “Models of Your Neighborhood and Town” [2:21 min]</p>
2 9 weeks	<p>Important days & holidays, including VETERANS DAY, elections mayor/governor/president</p> <p>Cultural understanding (e.g. Emphasis on traditions, literature, art, and music)</p>	<p>Why are the important dates and holidays celebrated?</p> <p>What are some traditions that you partake in?</p>	<p>NCSS: SS1,2,6 GSE: C&G 2,3,4 HP 1, 2, 5</p>	<p>DE: “Holiday Facts and Fun” series [video, approx. 15 min.]</p> <p>17 titles including <i>Constitution Day</i>, <i>Memorial Day</i>, <i>Veteran’s Day</i>, <i>Hanukkah</i>, <i>Columbus Day</i>, etc.</p>

		<p>How have veterans from long ago and the recent past made a difference in people's lives?</p> <p>What do you notice the ways people celebrate? (Compare & contrast reasons, traditions, music, and art)</p>	<p>NCSS: SS,9 GSE: C&G 3 G2 HP 5</p>	<p>DE: <i>Veterans Day Content Collection</i>, which includes grades K-5 "Lesson Starters"</p> <p>DE: "The Wall" by Eve Bunting [Reading Rainbow video segment about the Vietnam Memorial, 8 min.]</p>
<p>3</p> <p>4 weeks</p> <p>5 weeks</p>	<p>Needs/wants, goods/services, human/natural/capital resources are interrelated</p> <p>The cause and effect of pollution and conservation</p>	<p>What do we <u>need</u> to survive and how do we get it?</p> <p>How would the world be different if we only had what we needed?</p> <p>People earn money in many ways, what happens if you spend it on what you <u>want</u> before what you <u>need</u>?</p> <p>How do your choices of how you meet your needs and wants affect the environment?</p> <p>What causes and effects do you and your family have on the environment?</p> <p>Do the choices people make around the world affect your environment? (Include storm damage, oil spills, etc.)</p>	<p>NCSS: SS 7, 8, 9 GSE: C&G 1,2,5 HP 2,3,4, G 2,3,4 E 1,2,3 NCSS: SS 3,8 GSE: C&G 4,5 HP 4 G 4 E 1</p>	<p>DE: <i>The Difference Between Wants and Needs</i> [video, 16 min.]</p> <p>DE: <i>Everybody Needs: Shelter</i> [video, 13 min.] Teacher's Guide available</p> <p>DE: <i>Everybody Needs: Food</i> [video, 19 min.] Teacher's Guide available</p> <p>DE: <i>Everybody Needs: Clothing</i> [video, 18 min.] Teacher's Guide available</p> <p>DE: <i>How Our Economy Works: Spend, Save, Spin</i> [online interactive game]</p> <p>DE: <i>Earth Day Content Collection</i>, which includes a grade K-5 Lesson Plan</p>
4	History of your school and neighborhoods over the past century	How does the changing of neighborhoods affect the	NCSS: SS2,4	DE: <i>Long Ago, Yesterday, and Today</i> [video, 15 minutes]

<p>4 weeks</p> <p>5 weeks</p>	<p>The effects of important inventions, events, and people on your community (trains, boats, cars, phones, electricity, storms/ floods, people-fire, police, ambulance)</p>	<p>changes in school?</p> <p>How have the inventions of the past century affected your community? (events, storms, people, etc.)</p> <p>How are these things paid for? (taxes, individual)</p>	<p>GSE: G2,3,4 HP1,2,3,4,5</p> <p>NCSS: SS2,7</p> <p>GSE: C&G HP1,2,3,4,5 G4</p>	<p>Teacher's Guide available</p> <p>DE: <i>TEAMS: History Hunt: School House History</i> [video, 30 min.]</p> <p>DE: "Edison and the Age of Electricity" [video segment, 7 min.]</p> <p>DE: "Taxes" [video segment, 1 min.]</p>
<p>A l l Y e a r</p>	<p>Climate (Graph temperature & weather over time of our community)</p> <p>Holidays and patriotic symbols (Statue of Liberty, Independent Man on State House, Flag, etc.)</p>	<p>What is the climate of our community?</p> <p>Why do we have patriotic symbols for holidays such Labor Day, Columbus Day, Election Day, MLK Jr Day, Memorial Day, and Flag Day?</p> <p>Are there buildings that could represent these days as well?</p>	<p>NCSS: SS3</p> <p>GSE: G2,4</p> <p>NCSS: SS1,2,6</p> <p>GSE: C&G 2,3,4 HP 1, 2, 5</p>	

Pacing Guide Grade 3				
Quarter	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
1 9 weeks	Reading and constructing maps of the world (continents, oceans, hemispheres, landforms, climate, natural resources, map keys, distance scales, etc.)	Where in the world are you? (town, state, country, continent) How does a map key help you? Why are there different types of maps?	NCSS: SS3, GSE: G1,2,4 HP4 E1	DE: Map Skills Content Collection DE: Maps: Types, Symbols, and Terms [video, 18 min.] DE: Physical Geography [video, 30 minutes] DE: Let's Talk Geography: Landforms [video, 8 min.]
2 4 weeks 2 weeks 6 weeks (Jan)	Government (three branches, levels of government, voting, Patriotism, importance) Cultural understanding (e.g. Emphasis on traditions, literature, art, and music) History of your community (Chariho/ Washington County) over the century *Goes into quarter 3	What are the similarities/ differences between rules and laws? How are the leaders chosen? How is our government set up and what is each responsible for (local, state national/ 3 branches)? What do you notice about the ways people celebrate? (Compare & contrast reasons, locations traditions, music, and art) Who founded your town? How has South County changed?	NCSS: SS 6, 10 GSE: C&G 1,2,4,5 HP 1, 4 E3 NCSS: SS6 GSE: C&G 2,3,4 HP 1, 2, 5 NCSS: SS2 GSE: G1,2,3,4 HP1,2,3, 4,5 E1	DE: America at Its Best: The American Government [video, 15 min.] especially the segment "Creating a Government: The Constitution" DE: TLC Elementary School: Understanding Government [video, 24 min.] DE: This is Our: Government [video, 18 min.] DE: This Is Your Government: Branches of Government [video, 12 min.] DE: This Is Your Government: What Does It Mean to Be a Good Citizen? [video, 13 min.] DE: Everybody's Different: Different

		<p>How has South County remained the same?</p> <p>How do different people view the changes in South County?</p> <p>How does South County relate to Rhode Island and the U.S.A.?</p>		<p>Cultures, Different Customs [video, 3 min.]</p> <p>DE: Hand in Hand: Just like Me and Different Too [video, 26 min.]</p>
<p>3</p> <p>6 weeks</p>	<p>Imports and exports, needs/wants, goods/services, human/natural/capital resources are interrelated</p>	<p>How do people in South County exchange goods and services globally?</p> <p>How does the scarcity /abundance of something effect choices people make?</p> <p>How do people, businesses, and governments interact?</p>	<p>NCSS: SS 6,7, 9 GSE: C&G 5 G1,2,3,4 HP4 E1,2,3,</p>	<p>DE: Economics: The Production, Distribution, and Consumption of Goods and Services: Consuming [video, 15 min.]</p> <p>DE: Goods and Services Content Collection, which includes a grade K-5 Lesson Starters</p> <p>DE: Understanding Economics [video, 23 min.] Website: "Jobs:Who needs 'em?" http://www.econedlink.org/lessons/index.php?lid=742&type=educator#</p>
<p>4</p> <p>4 weeks</p> <p>5 weeks</p>	<p>Causes, consequences, and solutions to issues that affect South County (wild life, pollution, etc)</p> <p>Past and present of communication technology (television, radio, newspaper, computers, telephones, music devices)</p> <p>Research 1</p>	<p>How do people work together to solve problems in our local communities?</p> <p>How is communication in the world different today versus when your parents, grandparents, great-grandparents were your age?</p> <p>Are all these changes in technology and communication good?</p>	<p>NCSS: SS 9 GSE: C&G1,3, 4,5 G2,3,4 NCSS: SS 8</p> <p>GSE: HP1,2,3, 4,5 E2</p>	<p>4</p> <p>4 weeks</p> <p>5 weeks</p>

A l Y e a r	Student Responsibilities (Rules and consequences, cooperation, respect of people, things, and places)	How do your actions affect the people/ environment around you? Home, school, and neighborhood	NCSS: SS5,6 GSE: C&G 3,4 E1,3 HP4	
	Demonstrate the ability to work together Current events	How well do you work with others and would they think the same? What is happening in the world around you? (Identifies the locations of the events on a map)	NCSS: SS10 GSE: C&G3,4 E1 NCSS: SS3 GSE: C&G 5 HP 1	

Pacing Guide Grade 4				
Quarter	Topics and Themes	Essential Questions	Standards / GSEs	Assessments and Suggested Resources

1 9 weeks	<p>Historical Thinking Skills/Map Skills:</p> <p>Students demonstrate an understanding of the physical and human geographic features that define places and regions in Rhode Island.</p>	<p>How do you use a map to find a location?</p> <p>What is the state capital?</p> <p>What are the characteristics of the various regions of Rhode Island?</p> <p>What are the 50 states and their capitals?</p> <p>What landforms and bodies of water are in Rhode island?</p> <p>How do you use a map to identify boundaries in villages, towns, cities, and counties?</p> <p>What were rivers used for in Rhode Island?</p> <p>What other nations can you identify on a map?</p>	<p>NCSS: SS 3.0 GSEs: G 1; 2; 3; 4; C&G 5; HP 4</p>	<p>DE: <i>Flag of Rhode Island</i> [video segment, 2 min.]</p> <p>DE: <i>American Geography Close-Ups: New England States: Volume 02</i> [video, 14 min.]</p> <p>DE: <i>Teacher and the Rockbots: Let's Learn the Fifty States</i> [song, 3:32 min.]</p> <p>DE: <i>Rhode Island</i> [video segment, 1 min.]</p> <p>DE: How Location Affects Life: Different Areas, Climate, Latitude, and Longitude [video, 22 min.]</p> <p>DE: <i>Regions of the United States: The Northeast</i> [video, 20 min.] - other regions also available</p> <p>DE: <i>American Geography Close-Ups: Maps, Regions, Resources, and Climate</i> [video, 20 min.]</p> <p>DE: <i>Understanding Maps: Key to Everywhere</i> [video, 15 min.]</p> <p>DE: <i>Maps: Types, Symbols, and Terms</i> [video, 18 min]</p> <p>Google Earth https://www.google.com/earth/</p>
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<p>2</p> <p>9 weeks</p>	<p>Rhode Island History:</p> <p>Students describe the social, political, cultural, and economic life and interactions among people of Rhode Island.</p>	<p>What are the similarities and differences in the ways people live in Rhode Island?</p> <p>What are the different ethnic groups in Rhode Island?</p> <p>What is the concept of generations?</p> <p>How was Rhode Island formed?</p> <p>How has Rhode Island changed over time?</p> <p>What historical places exist in Rhode Island and how are they important?</p> <p>Who has influenced the development of Rhode Island over time?</p>	<p>NCSS: SS 1.0; 2.0; 4.0 GSEs: HP 1,2,3,5</p>	<p>DE: <i>Just the Facts: It's About Time: Historic Time</i> - second segment, "Family Tree" [video, 6 min.]</p> <p>DE: <i>American Geography Close-Ups: New England States: Volume 02</i> - second segment, "Founding of Providence; Rhode Island's Major Cities, Ports, and Historic Landmarks" [video, 2 min.]</p>
<p>3</p> <p>9 weeks</p>	<p>Economics and Technology:</p> <p>Students explain Rhode Island's economy, and how science and technology have impacted Rhode Island.</p>	<p>How has Rhode Island's economy grown over time?</p> <p>What are social classes?</p> <p>How did people depend on their environment to earn a living in Rhode Island?</p> <p>How has science and technology had an impact on people's lives and changes to</p>	<p>NCSS: SS 7.0; 8.0; 9.0 GSEs: C&G 5; HP 4;G 4; E 1,2,3</p>	<p>Websites: http://www.landofthebrave.info/colonial-rhode-island.htm http://travel.nationalgeographic.com/travel/united-states/rhode-island-facts/ Environment Article: http://projects.nytimes.com/toxic-waters/polluters/rhode-island RI Waters Environment UTube Video:</p>

		<p>the physical environment in Rhode Island?</p> <p>What laws and policies govern scientific and technological applications? (ex: ESA or EPA)</p>		<p>https://www.youtube.com/watch?v=rreBKDko6OY</p> <p><i>The Ghosts of Slater Mill</i> video: http://www.history.com/topics/us-states/rhode-island/videos</p>
<p>4</p> <p>9 weeks</p>	<p>Government: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p>	<p>What is the Constitution and Bill of Rights and why are they important?</p> <p>How are rules enforced?</p> <p>Who is an authority figure and what limitations of power do they have?</p> <p>What makes a good leader?</p> <p>What are the three branches of government and their purpose?</p> <p>What are the different levels of government and its leaders?</p> <p>What symbols are used to depict American values?</p> <p>What are the principles of democracy?</p> <p>What are conflicts and resolutions made by a court or authority?</p>	<p>NCSS: SS 5.0; 6.0; 10.0</p> <p>GSEs: C&G 1,2, 3, 4,</p>	<p>Website: <i>ICIVICS</i> (lesson plan:The State Governor)- http://www.icivics.org/teachers/lesson-plans/state-governor</p> <p>Bill of Rights Video: http://www.annenbergclassroom.org/page/the-story-of-the-bill-of-rights</p> <p>Three Branches video: http://video.about.com/usgovinfo/Branches-of-the-Government.htm</p> <p>Rhode Island History Website: http://www.history.com/topics/us-states/rhode-island</p>

		How does civic participation affect others?		
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Pacing Guide for Middle School Grades 5 through 8

Pacing Guide Grade 5 - Quarter 1				
Quarter 1	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
All Year	Historical Thinking Skills-Map Skills	How do regions and places differ? Why do people migrate? How do you use a map to find a location? How do geographical features meet the needs of people? How do the actions of people change the environment?	GSEs: G-1 NHS(US): Era 1- 1-1A; 1-1B; 1-1C; 1-1D GSEs: HP-1, 2, 3, 4,5 C&G-3, 4, 5 G-2,3,4 E-1 CCSS: RI5.2; RI5.5; RI5.10 W5.2;W5.9 ISTE:	<i>Building a Nation</i> (Scott Foresman) H12-22,p. 26,27,35 <i>My World Building our Country</i> (Pearson) SSH12-19 <i>Building a Nation</i> (Scott Foresman)Unit 1;chapter 1,2 p. 54-64,p.76-99 <i>My World Building our Country</i> (Pearson)Chapter 1;lesson 1-3, p.2-29 DE: <i>First Americas</i> [video 2:28] DE: <i>Native Americans Today</i> [video 2:45] Assessment: QCA 1
7 weeks	Native Americans-Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.	How does geography impact culture, diversity, and customs of various indigenous societies? Why did people first migrate to the Americas? Why and how did Native Americans culture across America? What are the similarities and differences in the ways groups of Native Americans		

		met their needs?	T-3,4	primary source- http://www.archaeologicalconservancy.org/tours/ohio-moundbuilders/ (mound builders)
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Pacing Guide Grade 5 - Quarter 2				
Quarter 2	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
7 weeks	Exploration-Why the Americans attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America. Curiosity and religious fervor, combined with a desire to find new trade routes, goods, and resources, led to Europeans' encounters with previously unknown native peoples.	<p>How were the Americas founded?</p> <p>What caused the Age of Exploration?</p> <p>Why did certain individuals want to become explorers?</p> <p>What ideas and discoveries made exploration possible?</p> <p>What problems did explorers face?</p> <p>What were the effects of exploration on Europe, Africa, Native Americans and the Americas?</p>	<p>NHS(US): ERA 1-1-2A; 1-2B</p> <p>GSEs: C&G 4, 5 HP1, 2, 4, 5 E 1, 2, 3 G1</p> <p>CCSS: RI5.2; RI5.5; RI5.10 W5.1; W5.6; W5.7 W5.9</p> <p>ISTE: T-3,4</p> <p>NHS(US): ERA 2-2-1A; 2-1B; 2-2A; 2-2B;</p>	<p><i>Building a Nation</i> (Scott Foresman)Unit 1 chapter 3,p.102-119. Unit 2 chapter 4, p. 134-141,146-150</p> <p><i>My World Building our Country</i> (Pearson)Chapter 2 lesson 1-3, p.30-61</p> <p>DE: <i>Invention of the Sail and Exploration</i> [video 3:02] DE:<i>Real Journey of Columbus</i> [video 6:06] DE:<i>Viking Explorers: Exploration and Settlement in North America</i> [video 2:12] DE: <i>Marco Polo</i> [video 1:12]</p> <p>Assessment:QCA 2</p>
2 weeks	Colonization-Political, religious, and social institutions emerged in the English colonies.	<p>How did political, religious, and social institutions emerged in the English colonies?</p> <p>How did geography greatly affect the colonies?</p>	<p>NHS(US): ERA 2-2-1A; 2-1B; 2-2A; 2-2B;</p>	<p>primary source- http://www.historyguide.org/earlymod/columbus.html (Columbus journal)</p> <p><i>Building a Nation</i> (Scott Foresman)Unit</p>

			2-2C; 2-3A; 2-3B; 2-3C GSEs: C&G 1, 5 HP2 G3 CCSS: RI5.2; RI5.3; W5.1; W5.6; W5.7; W5.9 ISTE:T-3,4	2 chapter 5,p.156-187 <i>My World Building our Country</i> (Pearson)Chapter 3 lesson 1-3, p.62-87 DE: <i>The Colonization of North America:The English Settlements</i> [full video 31:27](<i>Jamestown 6:32; Plymouth 1:33; Plymouth Colony1620 1:51</i>) Assessment:QCA 2 primary source: https://en.wikipedia.org/wiki/Mayflower_Compact
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Pacing Guide Grade 5 - Quarter 3				
Quarter 3	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
5 weeks	Colonization- How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.	How did the values and institutions of European economic life take root in the colonies? How did slavery reshape European and African life in the Americas? How did geography greatly affect the colonies?	NHS(US): *Era 2- 2-1A; 2-1B; 2-2A; 2-2B 2-2C; 2-3A 2-3B; 2-3C *(Era 2 standards are covered in Q2 as well as Q3) GSEs: C&G3, 5	<i>Building a Nation</i> (Scott Foresman) Unit 3,chapter 6,p.203-229 <i>My World Building our Country</i> (Pearson)Chapter 3,lesson 4, Chapter 4, lesson 1-3,p.90-129 Assessment:QCA 3 DE: <i>Just the Facts: The Colonization of North America: The English Settlements: Part 01</i> [video 31:27]

4 weeks	American Revolution-The causes of the American Revolution, the ideas and interests involved in forging the evolutionary movement, and the reasons for the American victory.	<p>What were the causes of the American Revolution?</p> <p>What is independence?</p> <p>How does conflict create change?</p> <p>Why was the Declaration of Independence important?</p> <p>What role did geography play for the armies on both sides?</p> <p>How were the colonists able to defeat the British army?</p> <p>How can we look at the American Revolution from different points of view?</p>	<p>HP3,4, 5 E1, 2 G2</p> <p>CCSS: RI5.2; RI5.3; RI5.10; W5.3; W5.5;W5.10</p> <p>ISTE:3,4</p> <p>NHS(US):</p> <p>Era 3- 3-1A; 3-1B; 3-1C</p> <p>GSE: C&G2, 4, 5 HP4,5 E3</p> <p>CCSS: RI5.2; RI5.3; RI5.4; RI5.6; RI5.7;RI5.10 W5.3; W5.5; W5.10</p> <p>ISTE: 3,4</p>	<p>DE: <i>Pilgrims Found Plymouth Colony in 1620; Initial Friendly Relations with Native</i> [video 1:51]</p> <p>DE: <i>Arrival at Plymouth</i> [video 1:33]</p> <p>primary source: https://history.state.gov/milestones/1750-1775/Treaty-of-Paris</p> <p><i>Building a Nation</i> (Scott Foresman) Unit 3,chapter 7,p.246-253, Unit 4, chapter 8, p. 268-317</p> <p><i>My World Building our Country</i> (Pearson)Chapter 4,lesson 4, Chapter 5, lesson 1-4,p.130-173</p> <p>Assessment:QCA 3 <i>Liberty's Kids</i> Video: https://www.youtube.com/user/LibertysKidsTV[episodes#1-35]</p> <p>primary source: http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm(Declaration of Independence)</p>
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Pacing Guide Grade 5 - Quarter 4

Quarter 4	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
4 weeks	American Revolution- The impact of the American Revolution on politics, economy, and society.	<p>What were the immediate and long term results of the American Revolution?</p> <p>Why was the American Revolution an important event in world history?</p> <p>What does it mean to be free?</p> <p>Did the Articles of Confederation provide the United States with an effective government?</p>	<p>NHS(US): Era 3- 3-2A; 3-2B; 3-2C</p> <p>GSEs: C&G1 HP4 E2 G2 G4</p> <p>CCSS: RI5.2; RI5.3 RI5.4; RI5.6 RI 5.7; RI.5.10; W5.2; W5.6; W5.7;W5.8; W.9</p> <p>ISTE:3,4</p>	<p><i>Building a Nation</i> (Scott Foresman)Unit 4, chapter 9, p. 318-325</p> <p><i>My World Building our Country</i> (Pearson)Chapter 5, lesson 5, p. 174-179</p> <p>Assessment:QCA 4</p> <p>Liberty's Kids Video: https://www.youtube.com/user/LibertysKidsTV/episodes#36-39</p> <p>primary source:Treaty of Paris (http://www.ushistory.org/us/8d.asp)</p> <p><i>Building a Nation</i> (Scott Foresman)Unit 5, chapter 10,11, p.338-369</p> <p><i>My World Building our Country</i> (Pearson)chapter 6, lesson 1-4, chapter 7, lesson 1, p. 184-233</p> <p>Assessment:QCA 4</p> <p>Liberty's Kids Video: https://www.youtube.com/user/LibertysKidsTV/episode#40</p>
7 weeks	American Government-The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based	<p>What are the three branches of government and what do they do?</p> <p>Why is the Constitution a living document?</p> <p>Was George Washington's leadership</p>	<p>NHS(US): Era 3- 3-3A; 3-3B; 3-3D</p> <p>GSEs: C&G1, 2, 3, 4</p>	<p><i>Building a Nation</i> (Scott Foresman)Unit 5, chapter 10,11, p.338-369</p> <p><i>My World Building our Country</i> (Pearson)chapter 6, lesson 1-4, chapter 7, lesson 1, p. 184-233</p> <p>Assessment:QCA 4</p> <p>Liberty's Kids Video: https://www.youtube.com/user/LibertysKidsTV/episode#40</p>

	on the U.S. Constitution and the Bill of Rights.	<p>“indispensable” in successfully launching the new federal government?</p> <p>Does the system of checks and balances provide our nation with an effective and efficient government?</p>	<p>HP5</p> <p>CCSS: RI5.2; RI5.3 RI5.4; RI5.7; RI5.10; W5.2; W5.6; W5.7; W5.8; W5.9</p> <p>ISTE:3,4</p>	<p>DE: <i>America: Facts vs. Fiction: Founding Fathers</i> [video 22:01] Schoolhouse Rock videos on youtube: <i>I'm Just a Bill</i> [video, 3:01] <i>The Preamble</i> [video, 3:01]</p> <p>primary sources- Articles of Confederation- (http://www.loc.gov/rr/program/bib/ourdocs/articles.html) Constitution- (https://www.whitehouse.gov/1600/constitution) , Bill of Rights- (https://en.wikipedia.org/wiki/United_States_Bill_of_Rights)</p>
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Pacing Guide Grade 6 - Quarter 1				
Quarter 1	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
2 weeks	Early Man	How and where do civilizations develop?	<p>NHS(World): Era 1- 1-1A; 1-1B; 1-2A; 1-2B Era 2 - 2-1A; 2-1B; 2-2A; 2-2B; 2-4A</p> <p>GSEs:</p>	<ul style="list-style-type: none"> QCA <p>Suggested Resources:</p> <ul style="list-style-type: none"> <i>Chauvet Cave Footprints</i> Literature book pg 419 Discovery Education Videos: <i>Iceman: Hunt for a Killer</i> <i>Mesopotamia: From Nomads to Farmers</i> <p><i>Journals Through History: Ancient</i></p>
	Beginnings of Civilization	What led to the growth of early cities?		
3 weeks	Mesopotamia	What are the consequences of technology?		
4 Weeks	Egypt	How much does geography affect people's lives?		
	Physical Geography Religion	What should governments do?		

	Government Culture		C& G 1 C& G 5 HP 1 HP 3-5 G 1-4 E 1-3 CCSS WHST 6-8 1A WHST 6-8 1B WHST 6-8 1C WHST 6-8 1D WHST 6-8 1E WHST 6-8 10 RH 6-8.4 RH 6-8.5 RH 6-8.6 ISTE: 3, 4, 5, 6	<i>Egypt Land of Abundance</i> <ul style="list-style-type: none"> • Primary Sources: • Cave Art Painting: Albocacer, Spain • Hammurabi's Code
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Pacing Guide Grade 6 - Quarter 2				
Quarter 2	Topics and Themes	Essential Questions	Standards/GS Es	Assessments and Suggested Resources
4 ½ weeks	Ancient India	How and where do civilizations develop?	NHS(World): Era 3-	<ul style="list-style-type: none"> • QCA

4 ½ weeks	<p>Ancient China</p> <p>Physical Geography Religion Government Culture</p>	<p>What led to the growth of early cities?</p> <p>How much does geography affect people's lives?</p> <p>How are religion and culture connected?</p> <p>What should governments do?</p>	<p>3-1A; 3-1C; 3-1D</p> <p>GSEs: C & G 1 C& G 5 HP 1 HP 3-5 G 1-4 E 1-3</p> <p>CCSS: WHST 6-8 2A WHST 6-8 2B WHST 6-8 2C WHST 6-8 2D WHST 6-8 2E WHST 6-8 2F WHST 6-8 10 RH 6-8.1 RH 6-8.2 RH 6-8.3</p> <p>ISTE: 3, 4,</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Discovery Education Videos: <i>Animal Planet: The Jeff Corwin Experience: India: The People and the Environment</i> • <i>Journals through History: Ancient China From Dynasty to Destiny</i> • Primary Sources: • Selections from Analects of Confucius • Letter from a Han Emperor
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Pacing Guide Grade 6 - Quarter 3

Quarter 3	Topics and Themes	Essential Questions	Standards/ • GSEs	Assessments and Suggested Resources
9 weeks	<p>Ancient Greece Physical Geography</p>	How and where do civilizations develop?	NHS(World): Era 3-	<ul style="list-style-type: none"> • QCA

	Religion Government Culture	What led to the growth of early cities? What is power? Who should have it? How should we handle conflict?	3-2A; 3-2B; 3-2C; 3-2D; 3-3C; 3-3D; 3-5A GSEs: C & G 1 C & G 3 C& G 4 C& G 5 HP 1 HP 3-5 G 1-4 E 1-3 CCSS: WHST 6-8 4 WHST 6-8 5 WHST 6-8 6 WHST 6-8 10 RH 6-8.7 RH 6-8.8 RH 6-8.9 ISTE: 3, 4,	Suggested Resources: • Discovery Education Videos: <i>Conquerors: Alexander the Great</i> Primary Sources: <ul style="list-style-type: none"> Pericles Funeral Oration Speech from Alexander the Great
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Pacing Guide Grade 6 - Quarter 4				
Quarter 4	Topics and Themes	Essential Questions	Standards and GSEs	Assessment and Suggested Resources
9 weeks	Ancient Rome Physical Geography Religion Government	How and where do civilizations develop? What led to the growth of early cities?	NHS(World Era 3-3-3A; 3-3B; 4-1A; 4-4A; 4-7A	• QCA Suggested Resources:

	Culture	What should governments do?	<p>GSEs: C& G 1 C & G 3 C& G 4 C& G 5 HP 1 HP 3-5 G 1-4 E 1-3</p> <p>CCSS: WHST 6-8 7 WHST 6-8 8 WHST 6-8 9 WHST 6-8 10 RH 6-8 10</p> <p>ISTE: 2, 3, 4,</p>	<ul style="list-style-type: none"> • Discovery Education Videos: <i>Journals Through History: Ancient Rome: The Eternal City</i> <i>Journals Through History: Ancient Rome: Building an Empire</i> • Primary Sources: <ul style="list-style-type: none"> • Twelve Tables • Hippocratic Oath • Pliny's Letters
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Pacing Guide Grade 7 - Quarter 1				
Quarter 1	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources

9 weeks	<p>Decline and Shift of Power</p> <p>Middle Ages</p>	<p>How do empires decline?</p> <p>Why do empires decline?</p> <p>What is the effect of declining empires?</p> <p>What causes the rise and fall of societies?</p> <p>How does the shift of power impact Europe in the Middle Ages?</p>	<p>NHS(World):</p> <p>Era 4 4-1A; 4-4A; 4-4B</p> <p>Era 5 5-2A; 5-2C; 5-5A</p> <p>Era 6 6-2A</p> <p>GSEs: C & G 1 HP 1 G 1 E 1</p> <p>CCSS: WHST 6-8 1A WHST 6-8 1B WHST 6-8 1C WHST 6-8 1D WHST 6-8 1E WHST 6-8 10 RH 6-8.4 RH 6-8.5 RH 6-8.6</p> <p>ISTE: 3, 4,</p>	<ul style="list-style-type: none"> • QCA 1 <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <u>History of Our World</u>, Prentice Hall • Magna Cart • Just the Facts World History Middle Ages (Discovery Education) • <u>Plague</u> by Jeanette Farrell
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Pacing Guide Grade 7 - Quarter 2

Quarter 2	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
4.5 weeks	Cultural Identity	Why do cultures change?	NHS(World): Era 5- 5-5B	<ul style="list-style-type: none"> QCA 2
	Renaissance	What is the relationship between wealth and power?		<ul style="list-style-type: none"> Suggested Resources: <u>History of Our World</u>, Prentice Hall Letter from Leonardo da Vinci to the Duke of Milan
4.5 weeks	Reformation	How do cultures change?	Era 6- 6-2B; 6-6A	<ul style="list-style-type: none"> “What was the Renaissance” from <u>Leonardo and the Renaissance</u> by Nathaniel Harris Discovery Education's: The Renaissance The 95 Thesis “Martin Luther and the Reformation” from <u>Rats, Bulls, and Flying Machines: A History of the Renaissance and Reformation</u>, by Deborah Prum Discovery Education: The Reformation
		Why was Italy the birthplace of the Renaissance?	GSEs: HP 2 HP 5 E3	
		What conditions in Europe allowed for the spread of the Renaissance?	CCSS: WHST 6-8 2A WHST 6-8 2B WHST 6-8 2C WHST 6-8 2D WHST 6-8 2E WHST 6-8 2F WHST 6-8 10	
		Why was the authority of the Church challenged?	RH 6-8.1 RH 6-8.2 RH 6-8.3	
		How did Europe's culture change as a result of the Renaissance?	ISTE: 3, 4,	

Pacing Guide Grade 7 - Quarter 3

Quarter 3	Topics and Themes	Essential Questions	Standards/GSEs	Assessment and Suggested Resources
4.5 weeks	Expanding Nations Exploration of Africa and Asia	Why did some European nations begin to explore in the 1400's?	NHS(World): Era 6- 6-1A; 6-1B; 6-4A; 6-5A; 6-6A	<ul style="list-style-type: none"> QCA 3
4.5 weeks	European Expansion on the Americas and Africa	What did these European nations gain through Exploration? What was the relationship between exploration and development of technology? How did exploration, expansion, and colonization create a need for trades and services? How did exploration and colonization affect relationships between nations and peoples? How did Europeans relate to indigenous peoples?	GSEs: C & G 5 HP 4 G2 G3 G4 E2 CCSS: WHST 6-8 4 WHST 6-8 5 WHST 6-8 6 WHST 6-8 10 RH 6-8.7 RH 6-8.8 RH 6-8.9 ISTE: 3, 4,	Suggested Resources: <ul style="list-style-type: none"> <u>History of Our World</u>, Prentice Hall “Vasco Nunez de Balboa”, <u>Around the World in a Hundred Years</u>, by Jean Fritz “A Spanish Conquistador”, Pearson Education “Conquest of the Incas”, Discovery Education “The Rise and Fall of the Aztecs”, Discovery Education

Pacing Guide Grade 7 - Quarter 4

Quarter 4	Topics and Themes	Essential Questions	Standards/GSE	Assessment and Suggested Resources
6 weeks	Monarchies	Why and how did monarchies change?	NHS(World): Era 6- 6-2C; 6-2D	<ul style="list-style-type: none"> QCA 4
3weeks	Scientific Revolution	What were the advantages and disadvantages of Absolutism? Why and how were powers limited? How does the Church assert its' power? What were the conditions necessary for revolution? How did advances in science affect society?	GSEs G & C 5 HP 3 G 1 E 2 CCSS: WHST 6-8 7 WHST 6-8 8 WHST 6-8 9 WHST 6-8 10 RH 6-8 10 ISTE: 2, 3, 4,	Suggested Resources: <ul style="list-style-type: none"> <u>History of Our World</u>, Prentice Hall Queen Elizabeth I speech of August 9, 1588 <u>Truth on Trial: The Story of Galileo Galilei</u> by Vicki Cobb "Peter the Great", Discovery Education "Animated Hero Classics: Gaileo", Discovery Education

Pacing Guide Grade 8 - Quarter 1

Quarter 1	Topics and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
1- 2 weeks	Foundations of a Nation Establishing a Nation	What is government? Why do societies need government?	NHS(US): Era 3- 3-2A; 3-2B;	<ul style="list-style-type: none"> QCA 1 Suggested Resources:

6 - 7 weeks	Foundations in American government	What is government's responsibility to people and what are people's responsibilities to government?	3-3A; 3-3B; 3-3C; 3-3D	<ul style="list-style-type: none"> <u>American: History of Our Nation, Beginnings Through 1877</u>, Prentice Hall
	Constitution	How did the Constitution organize society and government?	GSEs: C & G 1 C & G 2 HP1 E1	<ul style="list-style-type: none"> <i>U.S. Constitution</i> <i>The Bill of Rights</i>
	Launching a New Nation	How and why do governments protect individual rights and freedoms?	CCSS: WHST 6-8 1A WHST 6-8 1B WHST 6-8 1C WHST 6-8 1D WHST 6-8 1E WHST 6-8 10	<ul style="list-style-type: none"> <i>Sedition Act</i> "Shays' Rebellion", Discovery Education
	Washington and Adams	How and why do governments define citizenship?	RH 6-8.4 RH 6-8.5 RH 6-8.6	<ul style="list-style-type: none"> "Understanding the Constitution", Discovery Education
		How do you make a new government equitable?	ISTE: 3, 4, 5, 6	
		What is the power of government?		

Pacing Guide Grade 8 - Quarter 2				
Quarter 2	Topics and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
	Building A Nation Dealing with Crisis	<p>How do governments deal with domestic challenges?</p> <p>How do governments deal with foreign challenges?</p>	NHS(US): Era 3-3-3C; Era 4-4-1A;	<ul style="list-style-type: none"> QCA 2 <p>Suggested Resources:</p> <ul style="list-style-type: none"> <u>American: History of Our Nation, Beginnings Through 1877</u>, Prentice Hall

9 weeks	Age of Jefferson Building	<p>How do people respond to government decisions?</p> <p>How did governments respond to internal and external challenges?</p>	<p>GSEs: C & G 2 C & G 3 C & G 4 G2 E2</p> <p>CCSS: WHST 6-8 2A WHST 6-8 2B WHST 6-8 2C WHST 6-8 2D WHST 6-8 2E WHST 6-8 2F WHST 6-8 10 RH 6-8.1 RH 6-8.2 RH 6-8.3</p> <p>ISTE: 3, 4</p>	<ul style="list-style-type: none"> • <i>Marbury v. Madison</i> • <u>Documents for America's History</u>, James A. Henretta, Rebecca Edwards, Robert O. Self • <u>The Journals of Lewis and Clark</u> edited and with an introduction by John Bakeless • "The Real Thomas Jefferson," Discovery Education. • "The Lewis and Clark Expedition," Discovery Education.
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Pacing Guide Grade 8 - Quarter 3

Quarter 3	Topics and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
9 weeks	<p>Changing Nations Change</p> <p>Age of Jackson</p>	<p>How do governments change and grow?</p> <p>Why do governments change and grow?</p> <p>How do governments strengthen central powers?</p>	<p>NHS(US): Era 3- 3-3C; Era 4- 4-1A; 4-1B; 4- 3A</p> <p>GSEs: C & G 3</p>	<ul style="list-style-type: none"> • QCA 3 <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <u>American: History of Our Nation, Beginnings Through 1877</u>, Prentice Hall

		<p>How does a nation establish an identity</p> <p>How was the American Government affected by change over time?</p> <p>How did the American government evolve?</p> <p>How did the American Government strengthen the national economy?</p> <p>How did the federal power grow during this time?</p> <p>How did the Monroe Doctrine affect the emerging U.S. leadership?</p>	<p>C & G 4 HP3 G2 G3 E3</p> <p>CCSS: WHST 6-8 4 WHST 6-8 5 WHST 6-8 6 WHST 6-8 10 RH 6-8.7 RH 6-8.8 RH 6-8.9</p> <p>ISTE: 3, 4</p>	<ul style="list-style-type: none"> • The Monroe Doctrine • President Andrew Jackson's letter to the Cherokee • "The Never Ending Trail", Abe del Jones • "The Inauguration of President Andrew Jackson, 1829," Eyewitness to History • "Jacksonian Democracy," Discovery Education • "Conflict: Trail of Tears," Discovery Education
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Pacing Guide Grade 8 - Quarter 4				
Quarter 4	Topic and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
4 weeks	Westward Expansion	<p>How and why did Americans move west?</p> <p>What were the causes and effects of Manifest Destiny?</p>	<p>NHS(US): Era 4- 4-1C; 4-2A; 4-2B; 4-2C; 4-2D 4-2E; 4-3B;</p>	<ul style="list-style-type: none"> • QCA 4 <p>Suggested Resources:</p> <p><u>American: History of Our Nation, Beginnings Through 1877</u>, Prentice Hall</p>
4 weeks	Industrialization Urbanization Immigration	<p>Why do nations industrialize?</p> <p>Why do nations have slavery?</p> <p>What causes divisions in nations?</p>	<p>GSEs: C & G 5 HP2 HP3 HP4</p>	<p>"Texas Revolution," Global Security.</p> <p>"The Alamo", www.thealamo.org/history</p>

1 week	Slavery (Antebellum) Expansion Technology Growth	<p>Why do nations expand?</p> <p>What triggers the need for reform in societies?</p> <p>How did the Industrial Revolution affect the North and South?</p> <p>How is slavery an economic institution in the South?</p> <p>How is technology an agent of change?</p>	<p>HP5 G4 E1-2</p> <p>CCSS: WHST 6-8 7 WHST 6-8 8 WHST 6-8 9 WHST 6-8 10 RH 6-8 10</p> <p>ISTE: 2, 3, 4</p> <p>4-4A; 4-4B; 4-4C</p>	<p>James K. Polk’s Speech to the United States Congress, May 11, 1846.</p> <p>“A Factory Report in 1846”, Pearson Education</p> <p>“America - The Story of Us”, History Channel</p> <p>“United States Expansionism,” Discovery Education</p> <p>“Night John: Words are Freedom” Echo Bridge Home Entertainment</p> <p>“Ain’t I a Woman” Sojourner Truth</p>
Optional (if time allows)	Reform Movement	How did the reform movement inspire change and spark controversy in the United States?		

Pacing Guide for High School - Modern World History, US I and US II

Pacing Guide Modern World History - Quarter 1				
Quarter 1	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
2 - 4 weeks	<p>World Religion & Culture</p> <ul style="list-style-type: none"> Judaism 	<p>What are the major monotheistic religions of the world?</p> <p>What are the similarities and</p>	National: 3-1B; 3-2B; 4-2A	<p>Assessments: MCA</p> <p>Suggested Resources:</p>

2 - 4 weeks	<ul style="list-style-type: none"> Christianity Islam 	differences between the major religions of the world?	GSEs: C&G 5, HP1, 5, G 1, 2, E 1 CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 RH 9-10.1-10.9 ISTE: 2, 3, 4	World History: Connections to Today
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Pacing Guide Modern World History - Quarter 2

Quarter 2	Topic and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
2 - 4 weeks 3 - 4 weeks 1 - 3 weeks	Enlightenment & Revolution <ul style="list-style-type: none"> Enlightenment Thinkers and Ideas French Revolution Latin American Revolutions 	By what right do governments exist? What are the causes of revolution? How does revolution affect a country?	National: 6-2E; 7-1A; 7-1B; 7-3B; 8-1B GSEs: C&G 1, 4, HP1, 2, G 1,3, E 3 CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C	Assessments: MCA Suggested Resources: World History: Connections to Today

			WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 RH 9-10.1-10.9 ISTE: 2, 3, 4	
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Pacing Guide Modern World History - Quarter 3

Quarter 3	Topic and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
2 - 4 weeks 5 - 7 weeks	Industrialization & Nationalism <ul style="list-style-type: none"> Industrialization Nationalism 	<p>How did the Agricultural and Industrial Revolutions affect the lives of people in European cities?</p> <p>What social and political movements developed as a result of industrialization?</p> <p>How do unique national identities lead to conflict or cooperation between countries?</p>	<p>National: 7-2A; 7-2B; 7-4A; 7-4B; 7-4C; 7-5A; 8-1A</p> <p>GSEs: C&G 1, 4, HP 1, 4, G 2, 3, E 2</p> <p>CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 WHST 9-10.7-</p>	<p>Assessments: MCA</p> <p>Suggested Resources: World History: Connections to Today</p>

			10.9 RH 9-10.1-10.9 ISTE: 2, 3, 4	
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Pacing Guide Modern World History - Quarter 4

Quarter 4	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
2 - 4 weeks 2 - 4 weeks 2 - 4 weeks	Imperialism & Modern Global Conflict <ul style="list-style-type: none"> Imperialism World War I Modern Global Conflict 	<ul style="list-style-type: none"> What were the motives for European imperialism and what was the impact? What were the causes and effects of World War I? What factors have caused global conflict? What strategies have helped to limit global conflict? 	National: 7-3C; 7-3D; 7-5B; 7-5C; 7-5D; 7-5E; 8-2A; 8-2B; 8-2C GSEs: C&G 1, 5, HP 1, 3, G 2, E 1 CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 RH 9-10.1-10.9 ISTE: 3, 4, 5, 6	Assessments: MCA Suggested Resources: World History: Connections to Today

Pacing Guide Grade US I - Quarter 1

Quarter 1	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
2-4 weeks	Relationship between the states and the federal government	What are the causes of the Civil War?	National: Era 5-1A; 5-2A; 5-2B; 5-3A; 5-3B; 5-3C; Era 6-4A	Assessments: MCA
2-4 weeks	<ul style="list-style-type: none"> Causes of Civil War Civil War Reconstruction (including Federal Indian Policy) 	What are the effects of the Civil War?	GSEs: HP 1-5, G&C 1-5, G 1-4, E 1-3	Suggested Resources: Prentice Hall U.S. History
2-4 weeks	Contemporary Theme: 21st Century Challenges to Federal Law	How does the country rebuild after the Civil War?	CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 RH 9-10.1-10.9	Primary Source Documents: <i>U.S. Constitutional Amendments</i> , <i>The Gettysburg Address</i> by Abraham Lincoln, “Reconstruction” by Frederick Douglass
		How successful are the efforts of Reconstruction?	ISTE: 2, 3, 4	
		How is federal law challenged today?		

Pacing Guide Grade US I - Quarter 2

Quarter 2	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
	Labor v. Business, who is protected under the law?	<ul style="list-style-type: none"> What factors lead to industrial growth in the late 1800's? 	National: Era 6-1A; 6-1B; 6-2A; 6-2B; 6-2C; 6-3A; 6-3B; 6-3C;	Assessments: MCA Suggested Resources: Prentice Hall U.S. History

2-4 weeks	<ul style="list-style-type: none"> Second Industrial Revolution 	<ul style="list-style-type: none"> How does technology impact the country and the daily lives of American workers? 	6-4B	Primary Source Documents: “What does labor Want?” by Samuel Gompers “Wealth” by Andrew Carnegie, Documentary Photography of Social Reformer Jacob Riis
2-4 weeks	<ul style="list-style-type: none"> Labor Movement 	<ul style="list-style-type: none"> How are labor issues addressed? 	GSEs: HP 1-5, G&C 1-5, G 1-4, E 1-3	
2-4 weeks	<ul style="list-style-type: none"> Immigration (including expansionism) Contemporary Theme: Labor and Immigration today	<ul style="list-style-type: none"> How does immigration after 1870 affect America’s diversity and policy? How does America expand? How are labor and immigration issues addressed today? 	CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 WHST 9-10.7-10.9 RH 9-10.1-10.9 ISTE: 2, 3, 4	

Pacing Guide Grade US I - Quarter 3				
Quarter 3	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
2-4 weeks 2-4 weeks	Domestic and Foreign Policy <ul style="list-style-type: none"> Progressivism Imperialism WWI: Impact on foreign 	<ul style="list-style-type: none"> How does the Progressive Movement reform American society? How does the U.S. engage in world affairs through WWI? 	National: Era 7-1A; 7-1B; 7-2A; 7-2B; 7-2C; 7-3A; 7-3B; 7-3C; 7-3D GSEs: HP 1-5,	Assessments: MCA Suggested Resources: Prentice Hall U.S. History Primary Source Documents: “Progressive Party Platform of 1912”, “The Good, The

2-4 weeks	relations, impact on the U.S. Contemporary Theme: 21st Century youth culture, commercialism, technology, and women's roles	<ul style="list-style-type: none"> What is the impact of WWI on post-war America? What are the issues that involve youth culture, commercialism, technology, and the roles of women in the U.S. today? 	G&C 1-5, G 1-4, E 1-3 CCSS: WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 WHST 9-10.7-10.9 RH 9-10.1-10.9 ISTE: 2, 3, 4	Bad, and The Ugly” by Scott Fields-McKeel, Speeches of Woodrow Wilson and Henry Cabot Lodge, 1919
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Pacing Guide Grade US I - Quarter 4				
Quarter 4	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
2-4 weeks 2-4 weeks	Civics- Rights and Responsibilities <ul style="list-style-type: none"> Citizenship and the Electoral Process Role of Government in solving the nation's problems Domestic aspect 	<ul style="list-style-type: none"> What are the rights and responsibilities of American citizens? Should the scope of American government be expanded or limited? How do citizens influence government policy and change? What are the implications of current 	National: Era 10-1B; 10-2A; 10-2D; 10-2E GSEs: HP 1-5, G&C 1-5, G 1-4, E 1-3 CCSS:	Assessments: MCA Primary Source Documents: <i>Declaration of Independence, U.S. Constitution, Bill of Rights, Additional Amendments, First Inaugural Address of George Washington</i> , Supreme Court and lower court cases Civics portfolio requirement: Canvas

2-4 weeks	contemporary Issues	issues within America?	WHST 9-10.2A WHST 9-10.2B WHST 9-10.2C WHST 9-10.2D WHST 9-10.2E WHST 9-10.2F WHST 9-10.4-10.6 RH 9-10.1-10.9 RH 9-10.10 ISTE: 3, 4, 5, 6	U.S. Citizenship test
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Pacing Guide Grade US II - Quarter 1				
Quarter 1	Topic and Themes	Essential Questions	Standards/ GSEs	Assessments and Suggested Resources
1-2 Weeks 2-4 Weeks 1-2 Weeks 1-2 Weeks	What is the proper role of the federal government? <ul style="list-style-type: none"> The role of government-contemporary issues The Great Depression The Great Society The Regan Revolution 	<ul style="list-style-type: none"> How are core American values reflected in this nation's decisions about the role of the federal government? What is the proper role of the federal government? How far should the federal government go to solve the nation's problems? How does the debate over the proper role of the federal government affect America and Americans? 	National: Era 8-1A; 8-1B; 8-2A; 8-2B; 8-2C Era 9-3B Era 10-1B; 10-2A GSEs: C&G 1, C&G 3, HP 1, HP 3, G 3, E 1, 3 CCSS: WHST 11-12.7-12.9	Assessments: MCA Suggested Resources: Prentice Hall U.S. History Primary Source Documents: FDR's first inaugural address, LBJ's Great Society speech, Ronald Reagan first and second inaugural address

			WHST 11-12.4-12.6 RH 11-12.1-12.9 ISTE: 2, 3, 4	
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Pacing Guide Grade US II - Quarter 2				
Quarter 2	Topic and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
2-4 Weeks 2-4 Weeks 2-4 Weeks 2-4 Weeks	War: Hard Choices <ul style="list-style-type: none"> Contemporary issues involving war and American interest World War II The Vietnam War War on Terror 	<ul style="list-style-type: none"> How are core American values reflected in this nation's decisions about war? How is war justified? How does war change America and Americans? 	National: Era 8- 3A; 8-3B; 3C Era 9-2C GSEs: C&G 5, HP 1, HP 3, G 1, 3, E 1 CCSS: WHST 11-12.2A WHST 11-12.2B WHST 11-12.2C WHST 11-12.2D WHST 11-12.2E WHST 11-12.2F WHST 11-12.4-12.6 RH 11-12.1-12.9 ISTE: 2, 3, 4	Assessments: MCA Suggested Resources: Prentice Hall U.S. History Primary Source Documents: FDR's Pearl Harbor Speech, LBJ's Why We Fight Speech, Senator Fulbright Arrogance of Power Speech, George Bush's September 11th Speech

Pacing Guide Grade US II - Quarter 3

Quarter 3	Topic and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
1-2 Weeks	Civil Rights: The fight for equality	<ul style="list-style-type: none"> How are core American values reflected in this nation's history of civil rights? What are various struggles faced by disenfranchised groups to achieve equality in American society? What strategies are used to overcome these struggles? How does the struggle for civil rights affect America and Americans? 	National: Era 9-3A; 9-4A; 9-4B Era 10-2A	Assessments: MCA
1-2 Weeks	<ul style="list-style-type: none"> Contemporary issues concerning civil rights in America 			Suggested Resources: Prentice Hall U.S. History
2-4 Weeks	<ul style="list-style-type: none"> Vietnam Protesters African American Civil Rights 		GSEs: C&G 3, C&G 4, HP 1, HP 5, G 1, 2, E 1, 3	Primary Source Documents: The Universal Declaration of Human Rights, Martin Luther King Jr's I have a Dream Speech, The power of non-violence, Supreme Court Rulings: Plessy v. Ferguson, Brown v. Board of Education
1-2 Weeks	<ul style="list-style-type: none"> Women's Rights Movement 			
1-2 Weeks	<ul style="list-style-type: none"> LGBT Fight for Equality 		CCSS: WHST 11-12.2A WHST 11-12.2B WHST 11-12.2C WHST 11-12.2D WHST 11-12.2E WHST 11-12.2F WHST 11-12.4-12.6 RH 11-12.1-12.9 ISTE: 2, 3, 4	

Pacing Guide Grade US II - Quarter 4

Quarter 4	Topic and Themes	Essential Questions	Standards/GSEs	Assessments and Suggested Resources
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2-4 Weeks	International Relations	<ul style="list-style-type: none"> • Contemporary issues concerning the United States and foreign relations • The Cold War • The United States history of international relations 	<ul style="list-style-type: none"> • How are core American values reflected in our foreign policies? • What should our relationship be with the international community? Do the special qualities of the United States give it the right or the responsibility to dominate international affairs and safeguard international norms? • Do people around the world want the same freedoms and democratic system that we have? How should the U.S. interact with the diverse cultures throughout the world? 	<p>National: Era 9-2A Era 10-1C; 10-2A</p> <p>GSEs: C&G 2, 5, HP 2, 4, G 2, 4, E 2</p> <p>CCSS: WHST 11-12.2A WHST 11-12.2B WHST 11-12.2C WHST 11-12.2D WHST 11-12.2E WHST 11-12.2F WHST 11-12.4-12.6 RH 11-12.1-12.9 RH 11-12.10</p> <p>ISTE: 3, 5, 6</p>	<p>Assessments: MCA</p> <p>Suggested Resources: Prentice Hall U.S. History</p> <p>Primary Source Documents: Truman Doctrine, Brown University Choices Program: The U.S. Role in a Changing World</p> <p>Civics portfolio requirement: Canvas U.S. Citizenship test</p>
2-4 Weeks					
2-4 Weeks					

Year at a Glance

Year at a Glance Elementary School Grades K - 4

Year at a Glance - Grade K		
Trimester 1 - 12 weeks	Trimester 2 - 12 weeks	Trimester 3 - 12 weeks
Rules and Consequences Culture and Holidays	Individual Needs Money	Recycling Conservation

Year at a Glance - Grade 1		
Trimester 1 - 12 weeks	Trimester 2 - 12 weeks	Trimester 3 - 12 weeks
Rules and Consequences Culture and Holidays	Families Differences/Similarities Money	Natural and Human Resources Recycling and Consuming Goods

Year at a Glance - Grade 2		
Trimester 1 - 12 weeks	Trimester 2 - 12 weeks	Trimester 3 - 12 weeks
Geography Rules and Consequences	Culture Holidays Economics (goods and services)	Pollution/Conservation Inventions Neighborhood History

Year at a Glance - Grade 3		
Trimester 1 - 12 weeks	Trimester 2 - 12 weeks	Trimester 3 - 12 weeks
Geography-7 weeks Culture-2 weeks	Government-4 weeks Economics-6 weeks	Community History-4 weeks Community Issues-3 weeks Technology/Communication-4 weeks

Year at a Glance - Grade 4		
Trimester 1 - 12 weeks	Trimester 2 - 12 weeks	Trimester 3 - 12 weeks
Geography-9 weeks RI History-3 weeks	Rhode Island History-6 weeks Economics and Technology-6 weeks	Economics and Technology-3weeks Government-9 weeks

Year at a Glance Middle School Grades 5 - 8

Year at a Glance - Grade 5			
Quarter 1 - 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
<ul style="list-style-type: none"> Map Skills Native Americans 	<ul style="list-style-type: none"> Exploration Colonization 	<ul style="list-style-type: none"> Colonization American Revolution 	<ul style="list-style-type: none"> American Revolution New Nation

Year at a Glance - Grade 6			
Quarter 1 - 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
Beginnings	Civilization	Democracy	Republic
<ul style="list-style-type: none"> • Early Man-10 instructional days • Mesopotamia-15 instructional days • Egypt-20 instructional days 	<ul style="list-style-type: none"> • India-22 instructional days • China- 23 instructional days 	<ul style="list-style-type: none"> • Greece- 45 instructional days 	<ul style="list-style-type: none"> • Rome-45 instructional days

Year at a Glance - Grade 7			
Quarter 1 - 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
Decline and Shift of Power	Cultural Identity	Expanding Nations	Challenges to Governments
<ul style="list-style-type: none"> • Middle Ages 	<ul style="list-style-type: none"> • Renaissance • Reformation 	<ul style="list-style-type: none"> • Exploration of Africa and Asia • Expansion into South America 	<ul style="list-style-type: none"> • Monarchies • Scientific Revolution

Year at a Glance - Grade 8			
Quarter 1 - 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
Establishing a Nation	Dealing with Crisis	National Identity	Challenges to a Growing Nation
<ul style="list-style-type: none"> • Washington • Adams (the Constitution) 	<ul style="list-style-type: none"> • Jefferson 	<ul style="list-style-type: none"> • Jackson • Native Americans 	Manifest Destiny <ul style="list-style-type: none"> • Immigration • Industrialization • Reforms (NOT the causes of the Civil War)

Year at a Glance High School - Modern World History, US I, and US II

Year at a Glance for Modern World History			
Quarter 1- 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
World Religions	Enlightenment & Revolution	Industrialization & Nationalism	Modern Global Conflicts
<ul style="list-style-type: none"> • Judaism, Christianity, Islam (monotheism) 	<ul style="list-style-type: none"> • Enlightenment • Revolution (French, Latin American) 	<ul style="list-style-type: none"> • Industrialization (European) • Nationalism (European) 	<ul style="list-style-type: none"> • Imperialism • World War I (Causes & Effects)

<ul style="list-style-type: none"> • 21st Century Connection 	<ul style="list-style-type: none"> • 21st Century Connection 	<ul style="list-style-type: none"> • 21st Century Connection 	<ul style="list-style-type: none"> • 21st Century Connection
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Year at a Glance for U.S. History I			
Quarter 1 - 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
Relationship between the states and the federal government	Labor v. Business, Who is protected under the law?	Domestic and foreign policy	Civics- Rights and Responsibilities
<ul style="list-style-type: none"> • Causes of the Civil War • Civil War • Reconstruction (including Federal Indian Policy) 	<ul style="list-style-type: none"> • Second Industrial Revolution • Labor • Immigration (including expansionism) 	<ul style="list-style-type: none"> • Imperialism • Progressivism • WWI: impact on foreign relations, impact on U.S. 	<ul style="list-style-type: none"> • Citizenship • The Electoral Process • Role of Government in solving the nation's problems
<ul style="list-style-type: none"> • 21st Century Challenges to Federal Law 	<ul style="list-style-type: none"> • 21st Century Labor and Immigration issues 	<ul style="list-style-type: none"> • 21st Century Youth Culture, Commercialism, Technology, Women's Roles 	<ul style="list-style-type: none"> • Domestic aspect of contemporary issues

Year at a Glance for U.S. History II			
Quarter 1 - 45 instructional days	Quarter 2 - 45 instructional days	Quarter 3 - 45 instructional days	Quarter 4 - 45 instructional days
Role of Government: How far should the federal government go to solve the nation's problems?	War	Civil Rights	International Relations: What role should the United States play in the world?
<ul style="list-style-type: none"> • Great Depression • Great Society 	<ul style="list-style-type: none"> • World War II • Vietnam 	<ul style="list-style-type: none"> • African American Civil Rights Movement (20th century) • Women's Rights Movement (20th century) 	<ul style="list-style-type: none"> • Cold War • Genocide • 20th Century Challenges (Choices unit)
<ul style="list-style-type: none"> • Affordable Care Act, Social Security 	<ul style="list-style-type: none"> • War on Terror (9/11, ISIS) 	<ul style="list-style-type: none"> • LGBT Rights Movement 	<ul style="list-style-type: none"> • <i>may change year to year</i>

GSEs for Civics & Government Strand

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
C&G 1 (K-2) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (3-4) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (Ext) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
a. identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules	a. <u>making, applying, and enforcing rules (home, school, community)</u>	a. <u>identifying the basic functions of government</u>	a. <u>identifying and explaining the origins</u> and basic functions of government	a. <u>describing or explaining competing ideas about the purposes and functions of politics and government</u>	a. <u>analyzing</u> competing ideas about the purposes and functions of politics and government
b. evaluating the rules in different settings (e.g., <i>Is this a good rule and why/why not?</i>)	b. <u>comparing similarities between a rule and a law</u>	b. <u>listing and defining various forms of government</u> (e.g., dictatorship, democracy, parliamentary, monarchy)	b. <u>comparing and contrasting</u> different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)	b. comparing and contrasting different forms of government <u>and their purposes</u>	
c. exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community	c. <u>citing examples of services that local and state governments provide for the common good</u>	c. <u>citing examples of when major changes in governments have occurred</u> (e.g., American Revolution, Hammurabi's Code, Rhode Island Royal Charter/ RI Constitution)	c. <u>explaining what happens when political structures do or do not meet the needs of people</u> (e.g., democracy v. anarchy)	c. <u>explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic)	
			d. <u>explaining how geography and economics influence the structure of government</u>	d. <u>distinguishing between the rule of law and the "rule of men"</u> (e.g., <i>Korematsu v. U.S.</i> and Japanese internment during WWII)	

C&G 1 (K-2) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	C&G 1 (3-4) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	C&G 1 (5-6) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	C&G 1 (7-8) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	C&G 1 (9-12) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...	C&G 1 (Ext) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good	a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) <u>and explaining how there are limits to their power</u> (e.g., <i>What are police not allowed to do?</i>)	a. <u>identifying and summarizing the rule of law, using various enduring/ significant documents</u> (e.g., Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, "I Have A Dream" speech)	a. <u>comparing and contrasting</u> the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g., Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, "I Have A Dream" speech)	a. <u>identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security)	

b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain)	b. recognizing, describing, and <u>demonstrating</u> the characteristics of leadership and fair decision making, and explaining how they affect others	b. identifying and describing <u>the role of individuals</u> (e.g., Thomas Jefferson, George Washington, Thomas Paine) <u>as authority figures/ leaders in the creation of government</u>	b. <u>explaining why the rule of law is necessary to the role of government</u> (e.g., debate/ Robert's Rules of Order, classroom procedures)	b. <u>explaining how political authority is obtained and legitimized</u>	
			c. <u>defining and identifying the nature of authority and sources of power</u>	c. <u>examining the historical origins of power and how that power has been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, "regime of truth")	

C&G 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
C&G 2 (K-2) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (3-4) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (5-6) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (9-12) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (Ext) –1 Students demonstrate an understanding of United States government (local, state, national) by...
a. identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country)	a. <u>identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each</u> (e.g., checks and balances)	a. identifying and <u>describing the function of the three branches</u> (i.e., checks and balances, separation of powers)	a. identifying the functions of the three branches of government; and <u>analyzing and describing the interrelationship among the branches</u> (i.e., checks and balances/ cause and effect, separation of powers)	a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u>	
	b. <u>describing the U.S. Constitution and Bill of Rights and explaining why they are important</u>	b. identifying how power is divided and shared among the levels of the United States government	b. <u>explaining how and why</u> power is divided and shared among the levels of government (federalism)	b. <u>analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event</u>	
		c. <u>explaining how a bill becomes a law</u>	c. <u>tracing the process of how an idea transforms into a bill</u> and then becomes a law	c. <u>identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) <u>or other political institutions</u> (e.g., access to the U.S. political process)	c. <u>analyzing</u> how people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)
				d. <u>critically examining the principles, traditions, and precedents of American constitutional government</u>	

C&G 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...	C&G 2 (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...	C&G 2 (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...	C&G 2 (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...	C&G 2 (9-12) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...	C&G 2 (Ext) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day)	a. identifying <u>and explaining the meaning</u> of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day)	a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination	a. <u>explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</u>	a. <u>interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</u> (e.g., <i>RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions</i> , Supreme Court decisions, <i>Pledge of Allegiance</i>)	
b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, <i>Grand Old Flag</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity)	b. using a variety of sources (e.g., <i>Bill of Rights, Declaration of Independence</i> , trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, <i>E Pluribus Unum</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity)	b. identifying <u>enduring documents</u> (e.g., <i>Bill of Rights, U.S. Constitution</i>) <u>that reflect the underlying principles of the United States</u>	b. using a variety of sources to <u>identify and defend a position on a democratic principle</u> (e.g., self-government in Declaration of Independence, women's rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington's letter to the Touro Synagogue)	b. <u>analyzing the inherent challenges involved in balancing majority rule and minority rights</u>	
c. identifying individual roles in a group and acting as a productive member of a group	c. <u>exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal</u> (e.g., problem solving, task completion, etc.) <u>and self-monitoring effectiveness in a group</u>	c. exhibiting and explaining what it means to be <u>a responsible citizen in the community</u>	c. exhibiting and explaining what it means to be <u>a responsible citizen in the state and nation</u>	c. <u>identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination)	c. <u>analyzing the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination)
				d. <u>discussing different historical understandings/ perspectives of democracy</u>	

C&G 3: In a democratic society all people have certain rights and responsibilities.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
C&G 3 (K-2) –1 Students demonstrate an understanding of citizens'	C&G 3 (3-4) –1 Students demonstrate an understanding of citizens' rights and responsibilities	C&G 3 (5-6) –1 Students demonstrate an understanding of citizens'	C&G 3 (7-8) –1 Students demonstrate an understanding of citizens'	C&G 3 (9-12) –1 Students demonstrate an understanding of citizens' rights and responsibilities	C&G 3 (Ext) –1 Students demonstrate an understanding of citizens'

rights and responsibilities by...	by...	rights and responsibilities by...	rights and responsibilities by...	by...	rights and responsibilities by...
a. exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others	a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others' points of view</u>	a. <u>defining the concepts: "civic" (adj.), "civics" (n), "civil," and "citizen"</u>	a. <u>defining and applying the concepts: "civic" (adj.), "civics" (n), "civil," "citizen," and "rights"</u>	a. <u>comparing and contrasting different perspective on provisions found in the Bill of Rights</u> (e.g., flag burning and the first Amendment)	a. <u>evaluating, taking, and defending positions</u> on provisions found in the <i>Bill of Rights</i>
	b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)	b. <u>identifying citizen's rights in a democratic society (personal, economic, legal, and civic)</u>	b. <u>evaluating and defending a position on issues involving individual rights</u> (personal, economic, legal, or political rights reflected in the <i>Bill of Rights</i>)	b. <u>comparing and contrasting human rights provided for in various seminal documents or materials</u> (e.g., <i>Declaration of the Rights of Man, Universal Declaration of Rights, International Convention on the Rights of the Child</i> , and other international documents)	
		c. <u>identifying a citizen's responsibilities in a democratic society</u> (personal, economic, legal, and civic)	c. <u>analyzing and defending a position on an issue involving civic responsibilities</u> (personal, economic, legal or political rights)	c. <u>evaluating, taking, and defending positions</u> regarding the personal and civic responsibilities of individuals	
		d. <u>identifying conflicts between individual rights and the common good</u> (e.g., Eminent domain, airport expansion, Scituate Reservoir, Coastal Access)	d. providing examples that reflect conflicts between individual rights and the common good, <u>within the context of civic responsibility</u>	d. <u>analyzing the scope and limits of personal, cultural, economic, or political rights</u> (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security)	
				e. <u>describing the criteria used for admission to citizenship in the U.S.</u>	e. <u>critically examining the criteria used for admission to citizenship in the U.S.</u>
C&G 3 (K-2) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (5-6) –2 Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (7-8) –2 Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (9-12) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (Ext) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)	a. <u>demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others</u> (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)	a. <u>identifying and explaining specific ways rights may or may not be exercised</u> (e.g., civil rights)	a. <u>identifying an issue, proposing solutions, and developing an action plan to resolve the issue</u>	a. <u>identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights</u>	a. <u>evaluating, taking, and defending a position regarding a policy</u> at the school, local, state, national, or international level that affects individual rights
b. working cooperatively in a group, sharing responsibilities	b. working cooperatively in a group, <u>demonstrating individual/personal</u>	b. <u>recognizing potential conflicts within or among</u>	b. <u>identifying and explaining how an action taken by an</u>	b. <u>accessing the political system</u> (e.g., letter writing, researching an issue and	

or individual roles within a group	<u>accountability</u> (e.g., dividing responsibilities, taking on individual roles) <u>to complete a task</u> (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)	<u>groups</u> , brainstorming possible solutions, and reaching compromises (e.g., discrimination, bullying)	<u>individual or a group impacts the rights of others</u>	communicating it to the public, organizing, petitioning, boycotting/buycotting)	
c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively	c. <u>explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</u>	c. <u>explaining the judicial process</u> - due process – local, state, and federal (e.g., school discipline policy, truancy court, appeals process)	c. <u>identifying the impact of an historic court case</u>	c. <u>describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u>	c. <u>analyzing</u> how access to institutions affects justice, reward, and power in the U.S.
				d. <u>identifying and explaining ways individuals and groups have exercised their rights in order to transform society</u> (e.g., Civil Rights Movement, women’s suffrage)	d. <u>critiquing and proposing alternatives to social, political, or economic injustices; using evidence to make predictions about how society might be transformed in the future</u>
				e. participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive)	e. reflecting on participation in school governance and/or youth leadership development

C&G 4: People engage in political processes in a variety of ways.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
C&G 4 (K-2) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (3-4) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (5-6) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (7-8) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (9-12) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (Ext)–1 Students demonstrate an understanding of political systems and political processes by...
a. identifying forms of civic participation (e.g., voting, conducting a survey)	a. identifying forms <u>and levels</u> (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation <u>and how it affects the common good</u> (local, state, national, world)	a. <u>explaining how leaders are selected or elected</u> (e.g., election process, appointment process, political parties, campaigns)	a. explaining <u>how various factors affect</u> how leaders are selected or elected <u>through an election process</u> (e.g., election process, public agenda, special interest groups, and media)	a. <u>comparing and contrasting U.S. systems of government with others</u>	
		b. <u>listing the “labels” that individuals may give themselves within a political</u>	b. <u>describing how and why</u> individuals identify themselves	b. <u>interacting with, analyzing, and evaluating political institutions and political</u>	b. interacting with political institutions and/or political

		<u>process</u> (e.g., radical, liberal, conservative, environmentalist, Democrat, Republican)	politically (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)	<u>parties in an authentic context</u> (using local, national, or international issues/events that are personally meaningful)	parties in order to <u>evaluate how they shape the public agenda</u>
		c. <u>identifying, comparing, and contrasting</u> different “ <u>political systems</u> ” (e.g., monarchy, democracy, feudal)	c. <u>evaluating the strengths and weaknesses</u> of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)	c. <u>analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u>	c. <u>critically analyzing a media piece</u> (e.g., political advertisements, news broadcasts, talk radio shows) <u>and assessing its impact on public opinion and behavior</u>
			d. <u>examining how elections are/can be vehicles of change</u>	d. <u>selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact</u>	d. <u>evaluating the significance</u> of landmark campaigns and elections in the American political system
			e. <u>recognizing multiple perspectives on historical or current controversial issues</u>	e. <u>analyzing multiple perspectives</u> on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education)	e. analyzing multiple perspectives on historical or current controversial issues <u>to illustrate the complexity involved in obtaining political agreement on contested public issues</u> (e.g., perspectives on immigration)
C&G 4 (K-2) – 2 Students demonstrate their participation in political processes by...	C&G 4 (3-4) – 2 Students demonstrate their participation in political processes by...	C&G 4 (5-6) -2 Students demonstrate their participation in political processes by...	C&G 4 (7-8)-2 Students demonstrate their participation in political processes by...	C&G 4 (9-12) –2 Students demonstrate their participation in political processes by...	C&G 4 (Ext) – Students demonstrate their participation in political processes by...
a. experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern)	a. <u>engaging</u> in a variety of forms of participation (e.g., voting, petition, survey) <u>and explaining the purpose of each form</u>	a. <u>using a variety of sources to form, substantiate, and communicate an opinion</u> and <u>presenting their opinion to an audience beyond the classroom</u> (e.g., letter to the editor, student exhibition, persuasive essay, article in school newspaper)	a. <u>expressing and defending an informed opinion</u> and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)	a. <u>using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy)	
		b. <u>describing the voting process for a local, state, or national election</u>	b. <u>describing their role and impact in the voting process</u>	b. <u>working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop)	
		c. engaging in the political process (e.g., voting in school elections)	c. engaging in the political process (e.g., mock elections)	c. engaging in <u>and reflecting upon an electoral process</u> in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a	

				political campaign, volunteer to serve on a board, do polling)	
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C&G 4 (K-2) –3 Students participate in a civil society by...	C&G 4 (3-4) –3 Students participate in a civil society by...	C&G 4 (5-6) –3 Students participate in a civil society by...	C&G 4 (7-8)-3 Students participate in a civil society by...	C&G 4 (9-12) –3 Students participate in a civil society by...	C&G 4 (Ext) –3 Students participate in a civil society by...
a. identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions - each picks up one piece of trash, recycle, plan a clean-up day, etc.)	a. identifying problems, planning and implementing solutions, and evaluating <u>the outcomes</u> in the classroom, school, community, <u>state, nation, or world</u> (e.g., problem of global warming/solutions - recycling, energy conservation)	a. <u>demonstrating respect for the opinions of others</u> (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives)	a. demonstrating an <u>understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, <u>voicing alternative points of view, recognizing bias</u>)	a. <u>critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference)	
	b. <u>explaining how individuals can take responsibility for their actions and how their actions impact the community</u>	b. <u>demonstrating the ability to compromise</u> (e.g., offering solutions, persisting to resolve issues)	b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)	b. identifying and <u>describing the role that various institutions play in meeting the needs of the community</u>	b. understanding and <u>analyzing</u> the assets and needs of their communities and the interactions with various institutions (e.g., interest and advocacy groups, the not-for-profit sector)
		c. <u>taking responsibility for one's own actions (anticipating and accepting consequences)</u>	c. <u>recognizing the cause(s) and effect(s) of taking a civil action</u>	c. <u>identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties)	
		d. <u>identifying and accessing reliable sources to answer questions about current important issues</u> (e.g., news media, children's news magazines)	d. utilizing a variety of reliable sources <u>to develop an informed opinion</u>		

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

GSEs for Grades K-2	GSEs for Grades 3-4	GSEs Grades 5-6	GSEs Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
C&G 5 (K-2) -1 Students demonstrate an understanding of the many ways earth's people are interconnected by...	C&G 5 (3-4) –1 Students demonstrate an understanding of the many ways Earth's people are interconnected by...	C&G 5 (5-6)– 1 Students demonstrate an understanding of the many ways Earth's people are interconnected by...	C&G 5 (7-8) – 1 Students demonstrate an understanding of the many ways Earth's people are interconnected by...	C&G 5 (9-12) – 1 Students demonstrate an understanding of the many ways Earth's people are interconnected by...	C&G 5 (Ext) – 1 Students demonstrate an understanding of the many ways Earth's people are interconnected by...
a. exploring and discussing ways we interact with others around the world (e.g., food,	a. <u>explaining how current events around the world affect our lives</u> (e.g., trade, war, conflict-	a. <u>identifying, describing, and explaining how people are socially, technologically, geographically,</u>	a. tracing and explaining social, technological, geographical, economical, and cultural connections <u>for</u>	a. identifying the ways the world is organized: politically, socially, culturally, economically,	

clothing, transportation, tourism, news)	resolution, global warming)	<u>economically, or culturally connected to others</u>	<u>a given society of people</u> (e.g., trade, transportation, communication)	environmentally (e.g., nation-state)	
	b. <u>locating where different nations are in the world in relation to the United States</u> (e.g., related to current events, literature, trade books)	b. locating where different nations are in the world in relation to the U.S.	b. identifying, describing, and explaining how people are <u>politically, economically, environmentally, militarily, and (or) diplomatically connected</u> (e.g., World Bank, UN, NATO, European Union)	b. <u>organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g., politically, socially, culturally, economically, environmentally)	
C&G 5 (K-2) –2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	C&G 5 (3-4) –2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	C&G 5 (5-6) -2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	C&G 5 (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	C&G 5 (9-12)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	C&G 5-2 (Ext) Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
a. using a variety of print and non-print sources to explore other people and places	a. <u>exploring current issues</u> using a variety of print and non-print sources (e.g., <i>Where does our food come from and what happens if there is a drought?</i>)	a. <u>identifying and discussing factors that lead to the breakdown of order among societies</u> (e.g., natural disasters, wars, plagues, population shifts, natural resources)	a. identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)	a. <u>describing the interconnected nature of a contemporary or historical issue</u>	
		b. <u>citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</u>	b. <u>considering competing interests on issues that benefit some people and cause other people to suffer</u> (e.g., slavery, whaling, oil exploration)	b. <u>analyzing and evaluating a contemporary or historical issue</u> (e.g., free trade versus fair trade, access to medical care and terrorism)	

C&G 5 (K-2)-3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...	C&G 5 (3-4) -3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...	C&G 5 (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...	C&G 5 (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...	C&G 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...	C&G 5 (Ext)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...
a. listing the pros and cons of personal decisions (e.g., littering, recycling)	a. listing <u>and explaining</u> the pros and cons of personal <u>and organizational</u> (e.g., businesses, governments, other groups) decisions (e.g., donations to global charities)	a. <u>identifying and analyzing the effects of consumer choice</u> (environmental, communication, political)	a. <u>making predictions</u> as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)	a. predicting outcomes and possible consequences of a conflict, event, or course of action	
		b. <u>explaining how actions taken or not taken impact societies</u> (e.g., natural disasters, incidences of social injustice or genocide)	b. <u>summarizing a significant situation: proposing and defending actions to be taken or not taken</u> (e.g., pollution, consumption, conservation)	b. identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action</u>	
				c. using <u>deliberation, negotiation, and compromise</u> to plan and develop just solutions	

				to <u>problems</u> (e.g., immigration, limited energy resources, nuclear threat) <u>created when nations or groups act</u>	
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GSEs for Historical Perspectives/Rhode Island History Strand

HP 1: History is an account of human activities that is interpretive in nature.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 1 (K-2) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (3-4) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (5-6) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (7-8) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (9-12) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (Ext) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...
a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., <i>What would this artifact tell us about how people lived?</i>)	a. <u>describing the difference between primary and secondary sources and interpreting information from each</u> (e.g., asking and answering questions, making predictions)	a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u>	a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity	a. formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i> , art, oral history, writings of Elizabeth Buffum Chace)	
b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)	b. <u>classifying</u> objects, artifacts, and symbols from long ago and today <u>and describing how they add to our understanding of the past</u>	b. <u>using sources to support the stories of history</u> (<i>How do we know what we know?</i>)	b. <u>drawing inferences from Rhode Island History about the larger context of history</u> (e.g., Opening of Japan, Separation of Church and State, Industrialism)	b. <u>explaining how historical facts and historical interpretations may be different, but are related</u> (e.g., slavery in RI v. economic benefit to RI)	
	c. <u>organizing information obtained to answer historical questions</u>	c. <u>asking</u> and answering historical questions, organizing information, and <u>evaluating information in terms of relevance</u>	c. asking and answering historical questions, <u>evaluating sources of information</u> , organizing the information, and evaluating information in terms of relevance <u>and comprehensiveness</u>	c. <u>identifying, describing, or analyzing multiple perspectives on an historical trend or event</u> (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)	
		d. <u>identifying the point of view of a historical source</u> (e.g., media sources)		d. <u>using technological tools in historical research</u>	d. using a variety of technological tools in historical research <u>and interpretation</u> (e.g., master database of graveyards; census records, online school reports, online state tax records)
HP 1 (K-2) –2 Students interpret history as a series of connected	HP 1 (3-4) –2 Students interpret history as a series of connected	HP 1 (5-6) –2 Students interpret history as a series of connected events with	HP 1 (7-8) –2 Students interpret history as a series of	HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect	HP 1 (Ext) –2 Students interpret history as a series of connected events with multiple cause-

events with multiple cause-effect relationships, by...	events with multiple cause-effect relationships, by...	multiple cause-effect relationships, by...	connected events with multiple cause-effect relationships, by...	relationships, by...	effect relationships, by...
a. describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines)	a. describing and organizing a sequence of significant events <u>in Rhode Island history</u> (e.g., interpreting and analyzing data in timelines)	a. <u>investigating and summarizing historical data in order to draw connections between two events</u> and to answer related historical questions	a. investigating and <u>analyzing historical and visual data in order to draw connections between a series of events</u>	a. explaining cause and effect relationships in order to <u>sequence and summarize events, make connections between a series of events, or compare/contrast events</u>	a. <u>analyzing</u> cause and effect relationships <u>showing multiple causation</u> (e.g., industrialization and immigration, King Philip's War; detribalization and retribalization)
b. explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom)	b. explaining <u>and inferring</u> how a sequence of events affected people <u>of Rhode Island</u> (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)		b. <u>developing, expanding, and supporting an historical thesis, based on a series of events</u>	b. <u>interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island's path to Revolution: Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i> ?)	b. <u>analyzing</u> visual data in order to explain historical continuity and change (e.g. timeline of Rhode Island's path to Revolution) (How did architectural changes in RI mirror historical trends? – Mills transformed into living and work spaces)
HP 2: History is a chronicle of human activities, diverse people, and the societies they form.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 2 (K-2) – 1 Students connect the past with the present by...	HP 2 (3-4) –1 Students connect the past with the present by...	HP 2 (5-6) – 1 Students connect the past with the present by...	HP 2 (7-8) –1 Students connect the past with the present by...	HP 2 (9-12)– 1 Students connect the past with the present by...	HP 2 (Ext)–1 Students connect the past with the present by...
a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)	a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u>	a. <u>identifying sequential events, people, and societies that have shaped RI today</u>	a. <u>determining the cause(s) and effect(s) of specific historical events that impact RI today</u>	a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island)	a. <u>tracing and analyzing how a present situation or problem has been constructed/affected by its historical roots</u> (e.g., deindustrialization in Rhode Island)
		b. <u>comparing and contrasting the development of RI ethnic history to the nation's history</u> (e.g., <i>What historical factors makes RI unique?</i> ; immigration, settlement patterns, religion, resources, geography)	b. <u>analyzing the impact of RI's ethnic development on local, state, and national history</u>	b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island)	
		c. <u>identifying and describing how national and world events have impacted RI and how RI has impacted world events</u> (e.g., China Trade, WWII, Industrial Revolution)	c. <u>analyzing and evaluating</u> how national and world events have impacted RI and how RI has impacted world events	c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted <u>national</u> and world events (e.g., women's liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)	c. <u>researching a current state, national or world issue and predicting future implications for RI or propose a course of action</u>

HP 2 (K-2) – 2 Students chronicle events and conditions by...	HP 2 (3-4) – 2 Students chronicle events and conditions by...	HP 2 (5-6) – 2 Students chronicle events and conditions by...	HP 2 (7-8) – 2 Students chronicle events and conditions by...	HP 2 (9-12) – 2 Students chronicle events and conditions by...	HP 2 (Ext) – 2 Students chronicle events and conditions by...
a. describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events)	a. describing, defining, and illustrating by example <u>Rhode Island historical individuals, groups and events</u> (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)	a. <u>placing key events and people of a particular historical era in chronological sequence</u>	a. identifying key events and people of a particular historical era <u>or time period</u> (e.g., centuries, BCE, “The Sixties”)	a. <u>creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor)	a. <u>critiquing</u> historical narratives for historical accuracy or points of view
		b. <u>summarizing key events and explaining the historical contexts of those events</u>	b. <u>correlating key events to develop an understanding of the historical perspective of the time period in which they occurred</u> (e.g., Jacksonian Democracy and Dorr’s Rebellion, water power and steam power, WWII and women at work)	b. <u>synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI)	
HP 2 (K-2) – 3 Students show understanding of change over time by...	HP 2 (3-4) – 3 Students show understanding of change over time by...	HP 2 (5-6) – 3 Students show understanding of change over time by...	HP 2 (7-8) – 3 Students show understanding of change over time by...	HP 2 (9-12) – 3 Students show understanding of change over time by...	HP 2 (Ext) – 3 Students show understanding of change over time by...
a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)	a. <u>interpreting and explaining</u> similarities and differences in objects, artifacts, technologies, <u>ideas, or beliefs</u> (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.)	a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time</u>	a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to <u>construct an historical narrative</u>	a. <u>tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g., immigration trends, land use patterns, naval military history)	a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life <u>and predicting events that might occur in the future, based on those patterns</u>
				b. <u>documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their traditions that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)	b. documenting various groups and their ideas that have remained constant over time <u>and analyzing why they have or have not endured</u>

HP 3: The study of history helps us understand the present and shape the future.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 3 (K-2) – 1	HP 3 (3-4) – 1	HP 3 (5-6) – 1	HP 3 (7-8) – 1	HP 3 (9-12) – 1	HP 3 (Ext) – 1

Students demonstrate an understanding of how the past frames the present by...	Students demonstrate an understanding of how the past frames the present by...	Students demonstrate an understanding of how the past frames the present by...	Students demonstrate an understanding of how the past frames the present by...	Students demonstrate an understanding of how the past frames the present by...	Students demonstrate an understanding of how the past frames the present by...
a. identifying how events and people shape family and school life (e.g., <i>How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?</i>)	a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u>	a. <u>identifying historical conditions and events that relate to contemporary issues</u> (e.g., separation of church state, treatment of Native Americans, immigration, gender issues)	a. <u>analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u>	a. <u>gathering evidence of circumstances and factors contributing to contemporary problems</u> (e.g., civil rights movement, sexual revolution)	a. <u>tracking implementation of a decision; analyzing the interests it served; estimating the position, power, and priority of each stakeholder; and predicting continuing costs and benefits from a variety of perspectives</u> (e.g., public school funding in RI or U.S.)
		b. answering “what if” questions and using evidence to <u>explain how history might have been different</u> (e.g., <i>How might history be different if Anne Hutchinson hadn’t dissented?</i>)	b. <u>evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences</u> (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)	b. <u>formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings</u> (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective)	b. <u>formulating and presenting a position or course of action on a current issue in a public forum</u>
HP 3 (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (Ext)– 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.	a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and <u>make predictions for the future</u>	a. <u>explaining how the similarities of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	a. recognizing and <u>reflecting on</u> how the similarities of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)	a. <u>articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates)	a. <u>using knowledge of historical ideas and concepts and their enduring implications, to formulate a philosophy statement based on personal values</u>
		b. <u>explaining how the differences of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	b. recognizing and <u>reflecting on</u> how the differences of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)	b. <u>analyzing how an historical development</u> (e.g., cycle of poverty or prosperity, low educational attainment, “Independent Man”) <u>has contributed to current social, economic, or political patterns</u>	b. <u>presenting an analysis of an historical development to a public forum</u>
		c. <u>identifying the cultural influences that shape individuals and historical events</u>	c. <u>comparing and contrasting the cultural influences that shape individuals and historical events</u> (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)		

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 4 (K-2) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...	HP 4 (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...	HP 4 (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...	HP 4 (7-8) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...	HP 4 (9-12) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...	HP 4 (Ext) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
a. identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact).	a. identifying how geographic factors <u>impact interactions</u> (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).	a. identifying <u>and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.</u>	a. <u>citing specific evidence to explain</u> how geographic factors impacted a <u>civilization's adaptation, development or decline</u> (e.g., Fertile Crescent, China, Westward Expansion).	a. <u>utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.</u>	
b. identifying events that can affect how people interact (e.g., beginning kindergarten means you play with classmates; moving to a new place means you need to make new friends).	b. identifying how events <u>impact interactions</u> (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).	b. identifying <u>and explaining using specific examples, how shared events affect how individuals and societies adapt and change.</u>	a. <u>citing specific evidence from a society/civilization</u> to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).	b. <u>analyzing conflict that is based on unresolved historical-geographical differences</u> (e.g., religious, racial, and socio-economic).	b. <u>analyzing current events and historical events to predict and evaluate potential conflicts that may occur in the future.</u>
				c. <u>citing historical evidence that geographic factors affected decision-making by policy-makers.</u>	
HP 4 (K-2) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (5-6) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (7-8) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (Ext) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
a. identifying innovations or inventions that have impacted interaction between people (e.g., the invention of the telephone allowed people to talk to each other at a distance).	a. <u>explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.</u>	a. <u>citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</u>	a. <u>identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.</u>	a. <u>evaluating the effect of technology and innovation on promoting territorial expansion.</u>	b. <u>exploring the consequences of territorial expansion on the contracting society.</u>
	b. identifying how expansion has influenced interactions between people.	b. <u>providing historical examples of factors, causes, and reasons that lead to interactions</u> (e.g., exploration of worlds).	b. <u>explaining</u> the impact of interactions.	b. <u>proving whether innovation and invention have been beneficial or detrimental to society.</u>	

		c. <u>describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation.</u>	c. describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) <u>relate to settlement, population growth, and success of a civilization/ country/ nation.</u>		
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HP 5: Human societies and cultures develop and change in response to human needs and wants.

GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 5 (K-2) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (3-4) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (5-6) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (7-8) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (Ext)–1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
a. recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).	a. <u>comparing</u> cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).	a. comparing and <u>contrasting the diversity of different groups, places, and time periods or within the same group over time.</u>	a. <u>identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.</u>	a. <u>identifying patterns of migration and evaluating their socio-cultural impacts.</u>	
		b. <u>providing examples of cultural diversity.</u>	b. <u>applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.</u>	b. <u>investigating the role of demographic factors (gender, ethnicity, class), in creating cultural diversity in a society.</u>	b. <u>critiquing the role of demographic factors (e.g., ethnicity, class, gender) in creating cultural diversity at a variety of scales (e.g., neighborhood, country).</u>
				c. <u>analyzing the contribution of diverse cultural elements</u> (e.g., norms, beliefs, religions, ideologies, languages, cuisines).	c. <u>investigating the dichotomy of diversity between urban and rural settings.</u>

HP 5 (K-2) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...	HP 5 (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...	HP 5 (5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...	HP 5 (7-8) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...	HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...	HP 5 (Ext) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
a. describing daily life for individuals in a cultural	a. <u>comparing how members within cultures interact with</u>	a. <u>identifying how cultural expectations impact people's</u>	a. <u>comparing and contrasting</u> how cultural expectations impact people's behavior <u>and</u>	a. <u>analyzing how membership in particular cultural groups has</u>	

community.	<u>each other and their environment.</u>	<u>behavior in their community.</u>	<u>role in different communities/ societies</u> (e.g., student protocols in 1800 vs. today).	<u>affected civic engagement on the local, regional, and national level, citing evidence.</u>	
b. identifying different cultures present in the local community.	b. <u>identifying how a culture has changed over time.</u>	b. <u>using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline.</u>	b. using an historical context, describe how diversity contributes to <u>cultural diffusion, acculturation, or assimilation</u> (e.g., “Melting Pot”).	b. <u>contrasting how cultural groups have conflicted over land use issues.</u>	
		c. <u>describing challenges or obstacles a civilization/ country/ nation faced as it grew over time.</u>	c. <u>describing how environment</u> (e.g., physical, cultural, etc.) <u>or changes in that environment affects a civilization/country/nation</u> (e.g., settlement, conflicts, transportation, climate change, commerce).	c. <u>evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.</u>	
HP 5 (K-2) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...	HP 5 (3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...	HP 5 (5-6) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...	HP 5 (7-8) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...	HP 5 (9-12) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...	HP 5 (Ext) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
a. describing how people with different perspectives view events in different ways.	a. <u>comparing</u> how people with different perspectives view events in different ways.	a. <u>identifying various factors that impact individual and or group’s</u> perspective of events (e.g., social, intellectual, political, economic).	a. <u>describing how and why</u> various factors impact an individual or a group’s perspective of events.	a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events.	a. <u>comparing and contrasting the distinct</u> historical narratives of the same events <u>and determining how the narratives impacted social events.</u>
		b. describing how an individual or group’s perspectives change over time using primary documents as evidence.	b. <u>explaining and analyzing how changing</u> perspectives <u>impact history</u> using primary documents as evidence.	b. describing how the historical <u>perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.</u>	

GSEs for Geography Strand

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
G 1 (K-2) –1 Students understand maps, globes, and other geographic tools and technologies by...	G 1 (3-4) –1 Students understand maps, globes, and other geographic tools and technologies by...	G 1 (5-6) –1 Students understand maps, globes, and other geographic tools and technologies by...	G 1 (7-8) –1 Students understand maps, globes, and other geographic tools and technologies by...	G 1 (9-12) –1 Students understand maps, globes, and other geographic tools and technologies by...	G 1 (Ext) –1 Students understand maps, globes, and other geographic tools and technologies by...

a. identifying the purpose of a variety of maps.	a. <u>accurately using maps to identify locations.</u>	a. <u>identifying physical features of maps and globes.</u>	a. <u>identifying and utilizing a variety of maps for different purposes.</u>	a. <u>analyzing spatial patterns and synthesizing with other primary and secondary sources.</u>	a. <u>making the connection between location and decisions about land use.</u>
b. describing where places are located on a map using relative distance and direction.	b. identifying relationships between time, space, and distance.	b. <u>utilizing geographic tools like latitude and longitude to identify absolute location.</u>	b. <u>utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).</u>	b. <u>analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving.</u>	
c. organizing information about people places and environments in a spatial context (e.g., the school is <i>next</i> to a store; a student's house is <i>across</i> the street from the park).	c. organizing information about people, places, and environments in a spatial context (e.g., the school is <i>to the east</i> of the store; the house is <i>northeast</i> of the mountains).	c. <u>differentiating between local, regional, and global scales</u> (e.g., location of continents and oceans).	c. <u>analyzing charts and graphs to interpret geographical information.</u>	c. <u>analyzing how place shapes events and how places may be changed by events</u> (e.g., historical, scientific).	
G 1 (K-2) –2 Students identify the characteristics and features of maps by...	G 1 (3-4) –2 Students identify the characteristics and features of maps by...	G 1 (5-6) –2 Students interpret the characteristics and features of maps by...	G 1 (7-8)–2 Students interpret the characteristics and features of maps by...	G 1 (9-12) –2 Students interpret the characteristics and features of maps by...	G 1 (Ext) –2 Students interpret the characteristics and features of maps by...
a. recognizing elements of a map (e.g., key, scale, compass rose).	a. <u>applying map skills to represent a location</u> (e.g., design a map).	a. <u>recognizing spatial information provided by different types of maps</u> (e.g., physical, political, map projections).	a. <u>analyzing multiple maps</u> (e.g., physical, political, historical) <u>to draw inferences about the development of societies.</u>	a. <u>evaluating the impact of topographical features on the development of societies.</u>	
b. explaining how the elements are used (e.g., key explains symbols; scale indicates distance; compass rose indicates direction).	b. <u>identifying and describing locations.</u>	b. <u>interpreting the spatial information from maps to explain the importance of the data.</u>		b. <u>integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.</u>	

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
G 2 (K-2) –1 Students understand the physical and human characteristics of places by...	G 2 (3-4) –1 Students understand the physical and human characteristics of places by...	G 2 (5-6) –1 Students understand the physical and human characteristics of places by...	G 2 (7-8) –1 Students understand the physical and human characteristics of places by...	G 2 (9-12) –1 Students understand the physical and human characteristics of places by...	G 2 (Ext) –1 Students understand the physical and human characteristics of places by...
a. identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).	a. <u>explaining ways in which geographical features determine how people live and work</u> (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).	a. <u>explaining and/or connecting</u> how the geographical features <u>influenced population settlement.</u>	a. <u>explaining and/or connecting how and why</u> the geographical features influenced population settlement <u>and development of cultures</u> (e.g., customs, language, religion, and organization).	a. <u>evaluating how humans interact with physical environments to form past and present communities.</u>	
b. identifying and describing human-made features (e.g., buildings, streets, bridges).	b. <u>explaining how natural/physical features and human-made features makes a place unique.</u>	b. <u>comparing and contrasting patterns of population settlement based on climate and physical features.</u>	b. <u>analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s).</u>		

G 2 (K-2) –2 Students distinguish between regions and places by...	G 2 (3-4) –2 Students distinguish between regions and places by...	G 2 (5-6) –2 Students distinguish between regions and places by...	G 2 (7-8) –2 Students distinguish between regions and places by...	G 2 (9-12) –2 Students distinguish between regions and places by...	G 2 (Ext) –2 Students distinguish between regions and places by...
a. identifying natural/physical features of different places and regions.	a. <u>defining a region and its associated places</u> (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).	a. <u>comparing and contrasting the characteristics of different types of regions and places.</u>	a. <u>analyzing and explaining the geographical influences that shape regions and places.</u>	a. <u>analyzing and explaining how concepts of site and situation can explain the uniqueness of places.</u>	
b. comparing and contrasting human-made features of different places and regions.	b. <u>explaining the difference between regions and places</u> (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).	b. <u>explaining the difference between regions and places.</u>			
G 2 (K-2) –3 Students understand different perspectives that individuals/ groups have by...	G 2 (3-4) –3 Students understand different perspectives that individuals/ groups have by...	G 2 (5-6) –3 Students understand different perspectives that individuals/ groups have by...	G 2 (7-8) –3 Students understand different perspectives that individuals/ groups have by...	G 2 (9-12) –3 Students <u>identify</u> different perspectives that individuals/ groups have by...	G 2 (Ext) –3 Students <u>identify</u> different perspectives that individuals/ groups have by...
b. identifying and describing how people in different places view their environments (e.g., home, classroom, neighborhood, community).	a. <u>contrasting</u> how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).	a. <u>identifying and describing the physical and cultural characteristics that shape different places and regions.</u>	a. <u>analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently</u> (e.g., urban vs. rural).	a. <u>evaluating the cultural and regional differences for potential bias from written or verbal sources.</u>	
		b. researching a region to analyze how geography shapes that culture's perspective (e.g., demographics, climate, natural and man-made resources).			
G 2 (K-2) –4 Students understand how geography contributes to how regions are defined / identified by...	G 2 (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...	G 2 (5-6) –4 Students understand how geography contributes to how regions are defined / identified by...	G 2 (7-8) –4 Students understand how geography contributes to how regions are defined / identified by...	G 2 (9-12) –4 Students <u>identify the ways</u> geography contributes to how regions are defined / identified by...	G 2 (Ext) –4 Students <u>identify the ways</u> geography contributes to how regions are defined / identified by...
b. identifying natural physical boundaries of places (e.g., rivers, mountains).	a. <u>describing how physical geography defines boundaries of regions.</u>	a. <u>identifying formal</u> (e.g., United States of America), <u>vernacular</u> (e.g., the Middle East, South County), <u>and functional regions</u> (e.g., cell phone service area).	a. understanding the difference between formal, vernacular, and functional regions.	a. <u>comparing and contrasting regional characteristics to understand human events.</u>	
		b. explaining how regions may change over time (e.g., physical, cultural, political, and economic changes).	b. <u>categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.</u>	b. <u>analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.</u>	

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.

GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
G 3 (K-2) –1 Students understand why people do/do not migrate by...	G 3 (3-4) –1 Students understand why people do/do not migrate by...	G 3 (5-6) –1 Students understand why people do/do not migrate by...	G 3 (7-8) –1 Students understand why people do/do not migrate by...	G 3 (9-12) –1 Students <u>analyze</u> why people do/do not migrate by...	G 3 (Ext) –1 Students <u>analyze</u> why people do/do not migrate by...
a. describing a reason why people have or have not moved.	a. <u>comparing</u> reasons why people have moved.	a. <u>identifying and explaining the push and pull factors that lead to a decision to migrate.</u>	a. <u>analyzing</u> how migration affects a <u>population.</u>	a. <u>investigating the causes of major migrations and evaluating the impact on affected populations.</u>	
G 3 (K-2) –2 Students understand the interrelationships of geography with resources by...	G 3 (3-4) –2 Students understand the interrelationships of geography with resources by...	G 3 (5-6) –2 Students understand the interrelationships of geography with resources by...	G 3 (7-8) –2 Students understand the interrelationships of geography with resources by...	G 3 (9-12) –2 Students understand the interrelationships of geography with resources by...	G 3 (Ext) –2 Students understand the interrelationships of geography with resources by...
a. identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).	a. <u>comparing products produced locally and far away</u> (e.g., apples from Scituate, oranges from Florida).	a. <u>use evidence to correlate how geography meets or does not meet the needs of the people.</u>	a. <u>analyzing</u> how the abundance, depletion, use, and distribution of geographical resources impact the <u>expansion and demise of societies/civilizations.</u>	a. <u>evaluating the environmental consequences of resource consumption.</u>	
G 3 (K-2) –3 Students understand how geography influences human settlement, cooperation or conflict by...	G 3 (3-4) –3 Students understand how geography influences human settlement, cooperation or conflict by...	G 3 (5-6) –3 Students understand how geography influences human settlement, cooperation or conflict by...	G 3 (7-8) –3 Students understand how geography influences human settlement, cooperation or conflict by...	G 3 (9-12) –3 Students determine how geography influences human settlement, cooperation or conflict by...	G 3 (Ext) –3 Students determine how geography influences human settlement, cooperation or conflict by...
a. describing how features of a place influence what activities do or do not take place there (e.g., soccer field on a flat plain, not on a hill).	a. describing how features of a place influence <u>human decision making</u> (e.g., activities, settlement, employment).	a. <u>recognizing and justifying how geography influences human settlement, cooperation and conflict.</u>	a. <u>using evidence to build a logical argument in support or in opposition to expansion of human settlement.</u>	a. <u>analyzing these relationships in a given historical or current example.</u>	
b. describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).	b. <u>describing how features of a place affect human cooperation or conflict.</u>				

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS
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					Extended Learning
G 4 (K-2) – 1 Students explain how humans depend on their environment by...	G 4 (3-4) – 1 Students explain how humans depend on their environment by...	G 4 (5-6) -1 Students explain how humans depend on their environment by...	G 4 (7-8)-1 Students explain how humans depend on their environment by...	G 4 (9-12) –1 Students explain how humans depend on their environment by...	G 4 (Ext) –1 Students explain how humans depend on their environment by...
a. identifying basic environmental resources needed in daily life (e.g., water, air, food).	a. <u>identifying how needs can be met by the environment</u> (e.g., we grow food to eat.).	a. <u>researching and reporting how humans depend on the environment.</u>	a. <u>analyzing how human dependence on the environment impacts political, economic and social decisions.</u>	a. <u>researching and reporting specific examples of</u> how human dependence on the environment has impacted political, economic, and/or social decisions.	
		b. <u>explaining how human dependence on environment influenced development of civilizations.</u>			
G 4 (K-2) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...	G 4 (3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...	G 4 (5-6) -2 Students explain how humans react or adapt to an ever-changing physical environment by...	G 4 (7-8)-2 Students explain how humans react or adapt to an ever-changing physical environment by...	G 4 (9-12) –2 Students explain how humans react or adapt to an ever-changing physical environment by...	G 4 (Ext) –2 <u>Students explain how humans react or adapt to an ever-changing physical environment by...</u>
a. identifying examples of how changes in the environment can change people’s behavior (e.g., we change how we dress depending on the weather or season).	a. <u>identifying ways in which the physical environment is stressed by human activity using examples from the local community</u> (e.g., pollution in the Narragansett Bay means people cannot fish for food).	a. <u>identifying and describing human reactions to changes in their physical environment.</u>	a. analyzing the impact of human reactions to environmental changes <u>and identifying and providing alternate solutions with supporting evidence.</u>	a. <u>examining a specific case study of</u> how a society reacted or adapting to a physical environmental change <u>and argue opposing solutions.</u>	
	b. <u>generating a possible solution for a community environmental problem</u> (e.g., if there is a lot of litter, create an action plan to clean it up).	b. <u>analyzing the impact of human reactions to environmental changes.</u>			

G 4 (K-2) –3 Students explain how human actions modify the physical environment by...	G 4 (3-4) –3 Students explain how human actions modify the physical environment by...	G 4 (5-6) –3 Students explain how human actions modify the physical environment by...	G 4 (7-8) –3 Students explain how human actions modify the physical environment by...	G 4 (9-12) –3 Students explain how human actions modify the physical environment by...	G 4 (Ext)–3 Students explain how human actions modify the physical environment by...
a. identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).	a. <u>using maps and graphs to illustrate changes in the physical environment of the local community or region.</u>	a. <u>identifying how human actions have changed the physical environment and describe its effects.</u>	a. <u>making predictions and drawing conclusions about the impact that human actions have on the physical environment.</u>	a. analyzing the relationship between human action and the environment over time, using researched evidence.	

b. describing why people change the space around them.	b. <u>comparing and contrasting the effects</u> of changing a place (e.g., irrigation creates opportunity to produce crops).			b. comparing and contrasting the <u>physical, social, and economic impacts to suit and satisfy human needs.</u>	
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GSEs for Economics Strand

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
E 1 (K-2) –1 Students demonstrate an understanding of basic economic concepts by...	E 1 (3-4) –1 Students demonstrate an understanding of basic economic concepts by...	E 1 (5-6) –1 Students demonstrate an understanding of basic economic concepts by...	E 1 (7-8) –1 Students demonstrate an understanding of basic economic concepts by...	E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by...	E 1 (Ext) –1 Students demonstrate an understanding of basic economic concepts by...
a. identifying human, natural, and capital resources.	a. <u>differentiating</u> between human, natural, and capital resources.	a. differentiating between human, natural, capital, <u>man-made, and renewable vs. finite</u> resources.	a. <u>explaining the relationship between resources and industry.</u>	a. <u>applying the concept that choices involve trade-offs in real world situations or historical contexts.</u>	
b. explaining how the availability of resources affects production of goods and offering of services and their consumption.	b. identifying the <u>types of resources available and the corresponding goods and services produced in real-world and historical context</u> (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).	b. identifying the <u>role of producers and consumers</u> in real-world and historical context.	b. <u>explaining the relationship</u> between the producers in an real-world and historical context.	b. <u>applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.</u>	
c. identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.	c. explaining how positive and negative incentives <u>influence behavior and choices</u> (e.g., costs vs. benefits received).	c. <u>identifying and differentiating between surplus, subsistence, and scarcity.</u>	c. <u>researching and analyzing the impact</u> of surplus, subsistence, and scarcity.	c. <u>evaluating historical and contemporary choices using marginal analysis.</u>	
				d. <u>analyzing how and why economic systems have changed over time.</u>	

E 1 (K-2) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...	E 1 (3-4) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...	E 1 (5-6) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...	E 1 (7-8) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...	E 1 (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...	E 1 (Ext) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
a. recognizing and discussing the differences between basic wants and needs.	a. <u>explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited</u>	a. <u>comparing the cost and benefits of consumer and producer choices to determine</u>	a. <u>explaining the pros and cons</u> of consumer and producer choices.	a. <u>applying the concept that personal choices often have long-run intended and unintended</u>	

	<u>resources.</u>	<u>the value.</u>		<u>consequences using historical examples.</u>	
		b. providing examples of how a society defines or determines wealth.	b. <u>describing how a society's definition or determination of value affects distribution of wealth and consumer choices.</u>	b. <u>evaluating personal choices using a cost-benefit analysis.</u>	
E 1 (K-2) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...	E 1 (3-4) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...	E 1 (5-6) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...	E 1 (7-8) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...	E 1 (9-12) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...	E 1 (Ext) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
a. identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.)	a. <u>comparing the advantages and disadvantages of allocating various goods and services</u> (e.g., sharing class toys, student time on playground equipment during recess, etc.).	a. <u>describing the distribution of goods and services.</u>	a. <u>explaining the relationship between availability, distribution, and allocation of goods and services.</u>	a. <u>differentiating between subsistence, traditional, mixed, command, and market economies.</u>	
		b. identifying how scarcity impacts the movement of people and goods.	b. <u>explaining how scarcity impacts the organization of society and development of civilization.</u>	b. <u>evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).</u>	

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
E 2 (K-2) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...	E 2 (3-4) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...	E 2 (5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...	E 2 (7-8) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...	E 2 (9-12)– 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...	E 2 (Ext)–1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
a. identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).	a. <u>explaining the interdependence of buyers and sellers within various markets</u> (e.g., barter, money, commodity money).	a. <u>identifying the benefits and barriers of different means of exchange</u> (e.g., barter, credit, and currency).	a. <u>explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</u>	a. <u>analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.</u>	
b. explaining how prices affect the choices people make about buying or selling goods or	b. <u>identifying factors that affect price</u> (e.g., <u>scarcity/abundance, incentives, competition</u>).	b. <u>identifying and explaining how supply, demand, and incentives affect consumer and producer decision</u>	b. <u>comparing and contrasting different market systems by having students explain the role of the buyers and</u>	b. <u>analyzing the roles of supply and demand in an economy.</u>	

services.		<u>making</u> (e.g., division of labor/specialization).	<u>sellers in those systems.</u>		
c. describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.	c. <u>explaining how market forces determine the amount of income for most people</u> (e.g., people with rare skills can charge more).	c. <u>comparing and contrasting incentives</u> (i.e., advertising and marketing) related to consumer spending.	c. <u>predicting the impact of incentives</u> , like advertising, <u>on the way producers and consumers exchange goods.</u>	c. <u>analyzing local, regional, national, and global markets for goods and services.</u>	
E 2 (K-2) – 2 Students analyze how innovations and technology affects the exchange of goods and services by...	E 2 (3-4) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...	E 2 (5-6) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...	E 2 (7-8) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...	E 2 (9-12) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...	E 2 (Ext) – 2 Students analyze the interactions of technology, costs, and demands in a competitive market by...
a. identifying how technology has changed over time and explaining how they affect the way people live, work, or play.	a. <u>explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.</u>	a. identifying how <u>inventions</u> , innovations, and technology <u>stimulate economic growth.</u>	a. <u>describing</u> how inventions, innovations, and technology stimulate economic growth <u>by expanding markets, creating related industries, and improving the flow of goods and services.</u>	a. <u>investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.</u>	
		b. providing examples of how innovations and technology positively or negatively impact industries, economies, cultures, and individuals.	b. <u>explaining</u> how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.		

E 3: Individuals, institutions and governments have roles in economic systems.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
E 3 (K-2) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...	E 3 (3-4) –1 Students demonstrate an understanding of the interdependence created by economic decisions by...	E 3 (5-6) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...	E 3 (7-8) –1 Students demonstrate an understanding of the interdependence created by economic decisions by...	E 3 (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...	E 3 (Ext) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
a. identifying how the classroom community members exchange and consume resources. (e.g. teacher distributes limited school supplies among the students; students take turns using stations).	a. <u>comparing how individuals, institutions, and governments interact within an economy</u> (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).	a. <u>depicting the cyclical relationship of the participants within an economy</u> (e.g., barter, feudal system, global economy).	a. <u>explaining</u> the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).	a. <u>identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs.</u>	
b. recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending),	b. <u>describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.</u>			b. <u>evaluating the government's monetary and fiscal policies.</u>	b. <u>anticipating the impact of federal government and Federal Reserve System macroeconomic policy decision on themselves and</u>

					<u>others.</u>
E 3 (K-2) – 2 Students demonstrate an understanding of the role of government in a global economy by...	E 3 (3-4) – 2 Students demonstrate an understanding of the role of government in a global economy by...	E 3 (5-6) – 2 Students demonstrate an understanding of the role of government in a global economy by...	E 3 (7-8) – 2 Students demonstrate an understanding of the role of government in a global economy by...	E 3 (9-12) – 2 Students demonstrate an understanding of the role of government in a global economy by...	E 3 (Ext)– 2 Students demonstrate an understanding of the role of government in a global economy by...
	a. identifying how government redistributes tax income for public benefit through taxes (e.g., paying for work force training through schools).	a. <u>identifying how governments provide goods and services in a market economy by taxing and borrowing.</u>	a. <u>explaining how government succeeds or fails to provide support in a market economy.</u>	a. <u>evaluating how policymakers encourage or discourage economic activity.</u>	
		b. citing examples of how government policies can positively or negatively impact an economy.	b. <u>identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.</u>	b. <u>interpreting source materials (e.g., media reports) about economic conditions and explain how these conditions influence decisions made by policy makers.</u>	

Institute for Learning - Understanding Rigor in Student Work:

Writing from Primary Source Documents

Task Sheet - Intended Learning

- To examine student work resulting from an assignment that asks students to write from primary source documents
- To examine the connection between the student work and the criteria for high quality student work on writing from primary source documents

Procedure

1. The teacher distributes the "exemplary" or "meets standard" piece of student work that accompanies the assignment, along with the scoring criteria.
2. Participants study the work (silently) and make notations about how the student's work relates to the grading criteria.
3. Participants share aloud what they noticed in step 2.
4. Refer to the "Criteria for high quality student work on writing from primary source documents" (next page) and discuss:
 - What aspects of these criteria are present in this piece of student work?
 - What aspects of these criteria are present in the grading criteria?
5. The teacher reflects on how the group discussion has contributed to his/her thinking about this particular assignment and piece of student work.

Criteria for high quality student work on writing from primary source documents

(distilled from research on student writing in history)

The student:

1. Utilizes prior knowledge and historical context to situate the argument and documents
2. Integrates information as evidence
3. Causal - causality - notion of change over time - woven with the argument
4. Weaves argument into a narrative
5. Documents in order as suits argument (as opposed to chronological)
6. Takes the documents apart and uses specific pieces in constructing argument
7. Multiple documents are used as evidence for one claim
8. Multiple points are made from one document
9. Contextualizes the sources and the perspective of those sources
10. Explains the significance of the historical problem addressed in the question
11. Elaborates on the different components of the question (e.g. economic, social, etc.) and argues for which is most important
12. Accounts for evidence that doesn't necessarily support the argument

Contents of Historical Thinking Standards for Grades 5-12

Standard 1: Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of their own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines and create time lines.
- F. Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- G. Compare alternative models for periodization.

Standard 2 : Historical Comprehension

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Differentiate between historical facts and historical interpretations.
- E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives.
- G. Draw upon data in historical maps.
- H. Utilize visual,- mathematical, and quantitative data.

Standard 3 : Historical Analysis and Interpretation

- A. Compare and contrast differing sets of ideas.
- B. Consider multiple perspectives.
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.
- D. Draw comparisons across eras and regions in order to define enduring issues.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.

J. Hypothesize the influence of the past.

Standard 4 : Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- E. Employ quantitative analysis.
- F. Support interpretations with historical evidence.

Standard 5 : Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

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STANDARD 1: *Chronological Thinking*

Overview

Chronological thinking is at the heart of historical reasoning. Without a strong sense of chronology--of when events occurred and in what temporal order--it is impossible for students to examine relationships among those events or to explain historical causality. Chronology provides the mental scaffolding for organizing historical thought.

In developing students' chronological thinking, instructional time should be given to the use of well-constructed historical narratives: literary narratives including biographies and historical literature, and well-written narrative histories that have the quality of "stories well told." Well-crafted narratives such as these have the power to grip and hold students' attention. Thus engaged, the reader is able to focus on what the narrator discloses: the temporal structure of events unfolding over time, the actions and intentions of those who were there, the temporal connections between antecedents and their consequences.

In the middle and high school years, students should be able to use their mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to

interpret the data presented in time lines.

Students should be able to analyze patterns of historical duration, demonstrated, for example, by the more than two hundred years the United States Constitution and the government it created has endured.

Students should also be able to analyze patterns of historical succession illustrated, for example, in the development, over time, of ever larger systems of interaction, beginning with trade among settlements of the Neolithic world; continuing through the growth of the great land empires of Rome, Han China, the Islamic world, and the Mongols; expanding in the early modern era when Europeans crossed the Atlantic and Pacific, and established the first worldwide networks of trade and communication; and culminating with the global systems of trade and communication of the modern world.

STANDARD 1

The student thinks chronologically:

Therefore, the student is able to

A. **Distinguish between past, present, and future time.**

B. **Identify the temporal structure of a historical narrative or story:** its beginning, middle, and end (the latter defined as the outcome of a particular beginning).

C. **Establish temporal order in constructing their [students'] own historical narratives:** working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.

D. **Measure and calculate calendar time** by days, weeks, months, years, decades, centuries and millennia, from fixed points of the calendar system: BC (before Christ) and AD (Anno Domini, "in the year of our Lord") in the Gregorian calendar and the contemporary secular designation for these same dates, BCE (before the Common Era) and CE (in the Common Era); and compare with the fixed points of other calendar systems such as the Roman (753 BC, the founding of the city of Rome) and the Muslim (622 AD, the hegira).

E. **Interpret data presented in timelines** by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.

F. **Reconstruct patterns of historical succession and duration** in which historical developments have unfolded, and apply them to **explain historical continuity and change.**

G. **Compare alternative models for periodization** by identifying the organizing principles on which each is based.

STANDARD 2: *Historical Comprehension*

Overview

One of the defining features of historical narratives is their believable recounting of human events. Beyond that, historical narratives also have the power to disclose the intentions of the people involved, the difficulties they encountered, and the complex world in which such historical figures actually lived. To read historical stories, biographies, autobiographies, and narratives with comprehension, students must develop the ability to read imaginatively, to take into account what the narrative reveals of the humanity of the individuals and groups involved--their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses. Comprehending historical narratives requires, also, that students develop historical perspectives, the ability to describe the past on its own terms, through the eyes and experiences of those who were there. By studying the literature, diaries, letters, debates, arts, and artifacts of past peoples, students should learn to avoid "present-mindedness" by not judging the past solely in terms of the norms and values of today but taking into account the historical context in which the events unfolded.

Acquiring these skills begins in the early years of childhood, through the use of superbly written biographies that capture children's imagination and provide them an important foundation for continuing historical study. As students move into middle grades and high school years, historical literature should continue to occupy an important place in the curriculum, capturing historical events with dramatic immediacy, engaging students' interests, and fostering deeper understanding of the times and cultural milieu in which events occurred.

Beyond these important outcomes, students should also develop the skills needed to comprehend historical narratives that explain as well as recount the course of events and that analyze relationships among the various forces which were present at the time and influenced the ways events unfolded. These skills include: 1) identifying the central question the historical narrative seeks to answer; 2) defining the purpose, perspective, or point of view from which the narrative has been constructed; 3) reading the historical explanation or analysis with meaning; 4) recognizing the rhetorical cues that signal how the author has organized the text.

Comprehending historical narratives will also be facilitated if students are able to draw upon the data presented in historical maps; visual, mathematical, and quantitative data presented in a variety of graphic organizers; and a variety of visual sources such as historical photographs, political cartoons, paintings, and architecture in order to clarify, illustrate, or elaborate upon the information presented in the text.

STANDARD 2

The student comprehends a variety of historical sources:

Therefore, the student is able to

- A. **Identify the author or source of the historical document or narrative.**
- B. **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- C. **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- D. **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgement of what is most significant about the past.
- E. **Read historical narratives imaginatively**, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- F. **Appreciate historical perspectives**--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
- G. **Draw upon data in historical maps** in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.
- H. **Utilize visual and mathematical data** presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- I. **Draw upon the visual, literary, and musical sources** including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

STANDARD 3: *Historical Analysis and Interpretation*

Overview

One of the most common problems in helping students to become thoughtful readers of historical narrative is the compulsion students feel to find the one right answer, the one essential fact, the one authoritative interpretation. "Am I on the right track?" "Is this what you want?" they ask. Or, worse yet, they rush to closure, reporting back as self-evident truths the facts or conclusions presented in the document or text.

These problems are deeply rooted in the conventional ways in which textbooks have presented history: a succession of facts marching straight to a settled outcome. To overcome these problems requires the use of more than a single source: of history books other than textbooks and of a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.

Students need to realize that historians may differ on the facts they incorporate in the development of their narratives and disagree as well on how those facts are to be interpreted. Thus, "history" is usually taken to mean what happened in the past; but written history is a dialogue among historians, not only about what happened but about why and how events unfolded. The study of history is not only remembering answers. It requires following and evaluating arguments and arriving at usable, even if tentative, conclusions based on the available evidence.

To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension. In fact, there is no sharp line separating the two categories. Certain of the skills involved in comprehension overlap the skills involved in analysis and are essential to it. For example, identifying the author or source of a historical document or narrative and assessing its credibility (comprehension) is prerequisite to comparing competing historical narratives (analysis). Analysis builds upon the skills of comprehension; it obliges the student to assess the evidence on which the historian has drawn and determine the soundness of interpretations created from that evidence. It goes without saying that in acquiring these analytical skills students must develop the ability to differentiate between expressions of opinion, no matter how passionately delivered, and informed hypotheses grounded in historical evidence.

Well-written historical narrative has the power to promote students' analysis of historical causality--of how change occurs in society, of how human intentions matter, and how ends are influenced by the means of carrying them out, in what has been called the tangle of process and outcomes. Few challenges can be more fascinating to students than unraveling the often dramatic complications of cause. And nothing is more dangerous than a simple, monocausal explanation of past experiences and present problems.

Finally, well-written historical narratives can also alert students to the traps of lineality and inevitability. Students must understand the relevance of the past to their own times, but they need also to avoid the trap of lineality, of drawing straight lines between past and present, as though earlier movements were being propelled teleologically toward some rendezvous with destiny in the late 20th century.

A related trap is that of thinking that events have unfolded inevitably--that the way things are is the way they had to be, and thus that individuals lack free will and the capacity for making choices. Unless students can conceive that history could have turned out differently, they may unconsciously accept the notion that the future is also inevitable or predetermined, and that human agency and individual action count for nothing. No attitude is more likely to feed civic apathy, cynicism, and resignation--precisely what we hope the study of history will fend off. Whether in dealing with the main narrative or with a topic in depth, we must always try, in one historian's words, to "restore to the past the options it once had."

STANDARD 3

The student engages in historical analysis and interpretation:

Therefore, the student is able to

- A. **Compare and contrast differing sets of ideas**, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- B. **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- C. **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- D. **Draw comparisons across eras and regions in order to define enduring issues** as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- E. **Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.**
- F. **Compare competing historical narratives.**
- G. **Challenge arguments of historical inevitability** by formulating examples of historical contingency, of how different choices could have led to different consequences.
- H. **Hold interpretations of history as tentative**, subject to changes as new information is uncovered, new voices heard, and

new interpretations broached.

- I. **Evaluate major debates among historians** concerning alternative interpretations of the past.
- J. **Hypothesize the influence of the past**, including both the limitations and opportunities made possible by past decisions.

STANDARD 4: *Historical Research Capabilities*

Overview

Perhaps no aspect of historical thinking is as exciting to students or as productive of their growth in historical thinking as "doing history." Such inquiries can arise at critical turning points in the historical narrative presented in the text. They might be generated by encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, a visit to a historic site, a record of oral history, or other evidence of the past. Worthy inquiries are especially likely to develop if the documents students encounter are rich with the voices of people caught up in the event and sufficiently diverse to bring alive to students the interests, beliefs, and concerns of people with differing backgrounds and opposing viewpoints on the event.

Historical inquiry proceeds with the formulation of a problem or set of questions worth pursuing. In the most direct approach, students might be encouraged to analyze a document, record, or site itself. Who produced it, when, how, and why? What is the evidence of its authenticity, authority, and credibility? What does it tell them of the point of view, background, and interests of its author or creator? What else must they discover in order to construct a useful story, explanation, or narrative of the event of which this document or artifact is a part? What interpretation can they derive from their data, and what argument can they support in the historical narrative they create from the data?

In this process students' contextual knowledge of the historical period in which the document or artifact was created becomes critically important. Only a few records of the event will be available to students. Filling in the gaps, evaluating the records they have available, and imaginatively constructing a sound historical argument or narrative requires a larger context of meaning.

For these purposes, students' ongoing narrative study of history provides important support, revealing the larger context. But just as the ongoing narrative study, supported by but not limited to the textbook, provides a meaningful context in which students' inquiries can develop, it is these inquiries themselves that imbue the era with deeper meaning. Hence the importance of providing students documents or other records beyond materials included in the textbook, that will allow students to challenge textbook interpretations, to raise new questions about the event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to plumb an issue that the textbook largely or in part bypassed.

Under these conditions, students will view their inquiries as creative contributions. They will better understand that written history is a human construction, that many judgments about the past are tentative and arguable, and that historians regard their work as critical inquiry, pursued as ongoing explorations and debates with other historians. On the other hand, careful research can resolve cloudy issues from the past and can overturn previous arguments and theses. By their active engagement in historical inquiry, students will learn for themselves why historians are continuously reinterpreting the past, and why new interpretations emerge not only from uncovering new evidence but from rethinking old evidence in the light of new ideas springing up in our own times. Students then can also see why the good historian, like the good teacher, is interested not in manipulation or indoctrination but in acting as an honest messenger from the past--not interested in possessing student's minds but in presenting them with the power to possess their own.

STANDARD 4

The student conducts historical research:

Therefore, the student is able to

- A. **Formulate historical questions** from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- B. **Obtain historical data** from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- C. **Interrogate historical data** by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- D. **Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place** in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
- E. **Employ quantitative analysis** in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- F. **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions

STANDARD 5: *Historical Issues-Analysis and Decision-Making*

Overview

Issue-centered analysis and decision-making activities place students squarely at the center of historical dilemmas and problems faced at critical moments in the past and the near-present. Entering into such moments, confronting the issues or problems of the time, analyzing the alternatives available to those on the scene, evaluating the consequences that might have followed those options for action that were not chosen, and comparing with the consequences of those that were adopted, are activities that foster students' deep, personal involvement in these events.

If well chosen, these activities also promote capacities vital to a democratic citizenry: the capacity to identify and define public policy issues and ethical dilemmas; analyze the range of interests and values held by the many persons caught up in the situation and affected by its outcome; locate and organize the data required to assess the consequences of alternative approaches to resolving the dilemma; assess the ethical implications as well as the comparative costs and benefits of each approach; and evaluate a particular course of action in light of all of the above and, in the case of historical issues-analysis, in light also of its long-term consequences revealed in the historical record.

Because important historical issues are frequently value-laden, they also open opportunities to consider the moral convictions contributing to social actions taken. For example, what moral and political dilemmas did Lincoln face when, in his Emancipation Proclamation, he decided to free only those slaves behind the Confederate lines? Teachers should not use historical events to hammer home their own favorite moral lesson. The point to be made is that teachers should not use critical events to hammer home a particular "moral lesson" or ethical teaching. Not only will many students reject that approach; it fails also to take into account the processes through which students acquire the complex skills of principled thinking and moral reasoning.

When students are invited to judge morally the conduct of historical actors, they should be encouraged to clarify the values that inform the judgment. In some instances, this will be an easy task. Students judging the Holocaust or slavery as evils will probably be able to articulate the foundation for their judgment. In other cases, a student's effort to reach a moral judgment may produce a healthy student exercise in clarifying values, and may, in some instances, lead him or her to recognize the historically conditioned nature of a particular moral value he or she may be invoking.

Particularly challenging are the many social issues throughout United States history on which multiple interests and different values have come to bear. Issues of civil rights or equal education opportunity, of the right to choice vs. the right to life, and of

criminal justice have all brought such conflicts to the fore. When these conflicts have not been resolved within the social and political institutions of the nation, they have regularly found their way into the judicial system, often going to the Supreme Court for resolution.

As the history course approaches the present era, such inquiries assume special relevance, confronting students with issues that resonate in today's headlines and invite their participation in lively debates, simulations, and socratic seminars--settings in which they can confront alternative policy recommendations, judge their ethical implications, challenge one another's assessments, and acquire further skills in the public presentation and defense of positions. In these analyses, teachers have the special responsibility of helping students differentiate between (1) relevant historical antecedents and (2) those that are clearly inappropriate and irrelevant. Students need to learn how to use their knowledge of history (or the past) to bring sound historical analysis to the service of informed decision making.

STANDARD 5

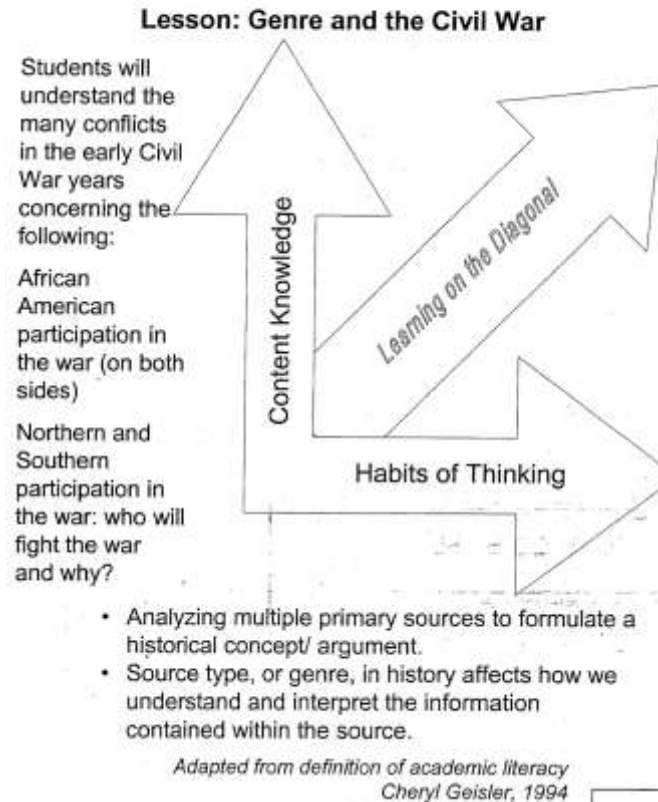
The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to

- A. **Identify issues and problems in the past** and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- B. **Marshal evidence of antecedent circumstances** and current factors contributing to contemporary problems and alternative courses of action.
- C. **Identify relevant historical antecedents** and differentiate from those that are inappropriate and irrelevant to contemporary issues.
- D. **Evaluate alternative courses of action**, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.
- E. **Formulate a position or course of action on an issue** by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.
- F. **Evaluate the implementation of a decision** by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

SAMPLE OF LEARNING ON THE DIAGONAL

**Content Knowledge
+ Habits of Thinking
= Learning on the Diagonal**



Disciplinary Literacy Principles in History

These principles provide a framework for designing and assessing standards-based instruction for all students.

1. Students learn core concepts and habits of inquiring, investigating, reasoning, reading, writing, and talking within history as defined by standards.

Students regularly engage in historical inquiry, tackling themes, concepts and content by reading and analyzing multiple sources, both primary and secondary.

Students learn and use skills of historical analysis, persuasion, and use of evidence in reasoning, writing, and talking about history in every unit of study.

Historical habits of thinking are woven through each unit of study and students are coached to utilize these habits with increasing complexity and ability over time.

Students are engaged in explicating multiple historical roots of current world and local events and conversely, they are engaged in understanding historical events, people, systems, and movements as historical phenomena situated in specific time and place.

2. Learning activities, investigations, field work, curricula, text, and talk apprentice students within the discipline.

Students learn by "doing" history through engagement in ongoing authentic historical inquiries.

All materials, discussion, tasks, homework are selected and used to support student learning of concepts, processes, and habits of thinking specified by learning standards in history and current historical scholarship.

Students reflect on what they are doing in history and communicate their work to others. Students are supported to both talk and listen - sharing their interpretations of historical documents and events, challenging those interpretations, making use of evidence, and asking questions of others to ensure their own understanding.

3. Instruction provides students with models, practice, and coaching in rigorous historical literacy activity.

Teachers use various instructional approaches to teach historical concepts, processes, and habits of thinking through structured long-term inquiries, direct instruction, modeling, differentiated coaching, scaffolded activities, and independent practice by students.

Students are engaged in multiple activities utilizing different kinds of texts (written, visual, statistical) where they are supported to construct meaning of text, present interpretations and defend those interpretations, and engage in historical research.

Students are supported to refine and extend their historical knowledge through revision and revisiting guiding concepts and habits of thinking.

4. Intelligence is socialized through community, class learning culture and instructional routines.

The teacher creates a community within the classroom where students are active participants in explaining, debating, discussing, and analyzing historical problems and issues.

Students understand and value learning from one another and from the teacher. All students are treated as smart, capable readers and writers of history.

Students regularly reflect on their learning and their methods of learning in class.

5. Instruction is assessment-driven.

Teachers research and assess student understanding of historical events, ideas, systems and people by analyzing students' use of inquiry strategies, reading, writing, and reasoning strategies, along with students' knowledge of historical content and concepts.

Teachers use multiple forms of formal, informal, and formative assessment data to guide instruction.

Students are able to articulate what they are learning, why they are learning it, and what this learning will lead to. Rubrics serve as guidelines and means of assessment for student work products.

EDUCATOR TO EDUCATOR

Applying Webb's Depth of Knowledge Levels for Social Studies

(Adapted from Karin Hess, Center for Assessment/NCIEA, 2005)

Webb's DOK Levels

Recall & Reproduction (DOK 1)	Skills & Concepts/Basic Reasoning (DOK 2)	Strategic Thinking/ Complex Reasoning (DOK 3)	Extended Thinking/ Reasoning (DOK 4)
<ul style="list-style-type: none"> • Identify who, when, what, where, and why • Recall facts, terms, concepts, trends, generalizations, and theories • Use a variety of tools • Recognize or identify specific information contained in graphics • Identify specific information in maps, charts, tables, graphs or drawings • Define • Identify cause and effect • Describe (recall, recite, or reproduce information) • Identify purposes 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe or explain how or why <input type="checkbox"/> Give an example <input type="checkbox"/> Describe and explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view or processes <input type="checkbox"/> Compare/contrast people, places, events, purposes, and concepts <input type="checkbox"/> Classify, sort items into meaningful categories <input type="checkbox"/> Convert information from one form to another 	<ul style="list-style-type: none"> <input type="checkbox"/> Use concepts to solve problems <input type="checkbox"/> Use evidence to justify <input type="checkbox"/> Propose and evaluate solutions to problems <input type="checkbox"/> Recognize and explain misconceptions <input type="checkbox"/> Cite evidence and develop a logical argument for concepts <input type="checkbox"/> Reason and draw conclusions <input type="checkbox"/> Disseminate among plausible answers <input type="checkbox"/> Analyze similarities and differences in issues and problems <input type="checkbox"/> Apply concepts to new situations <input type="checkbox"/> Make connections across time and place to explain a concept or big idea <input type="checkbox"/> Recognize and explain patterns <input type="checkbox"/> Make and support decisions <input type="checkbox"/> Evaluate effectiveness and impact 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect and relate ideas and concepts within the content area or among content areas <input type="checkbox"/> Examine and explain alternative perspectives across a variety of sources <input type="checkbox"/> Describe and illustrate how common themes and concepts are found across time and place <input type="checkbox"/> Make predictions with evidence as support <input type="checkbox"/> Develop a logical argument <input type="checkbox"/> Plan and develop solutions to problems <input type="checkbox"/> Analyze and synthesize information from multiple sources <input type="checkbox"/> Complex reasoning with planning, investigating or developing that will most likely require an extended period of time—must require applying significant conceptual understanding and higher-order thinking <input type="checkbox"/> Apply and adapt information to real-world situations <input type="checkbox"/> Participation in simulations and activities requiring higher-level thinking (e.g., Mock Trial, Mock Congress, Project Citizen)

EDUCATOR TO PARENT

The following web site offers a detailed explanation of the National History Standards as well as a complete set of the standards with overviews of each era:

National Center for History in the Schools: <http://nchs.ucla.edu/standards>

Chariho School District Libraries offer a variety of print and electronic materials to support learning. Each school library has a website (listed below) with age-appropriate links for research and internet searching. Internet links to homework help resources, internet news sources, Rhode Island state resources, and research note sheets / citation guides are also available through your library website.

- Ashaway Elementary School Library: <http://www.chariho.k12.ri.us/ash/library/Default.htm>
- Charlestown Elementary School Library: <http://www.chariho.k12.ri.us/cha/media.htm>
- Hope Valley Elementary School Library: <http://www.chariho.k12.ri.us/hv/library.htm>
- Richmond Elementary School Library: <http://www.chariho.k12.ri.us/ric/mediacnt.html>
- Chariho Middle School Library: <http://www.chariho.k12.ri.us/cms/library/Default.htm>
- Chariho High School Library: http://www.chariho.k12.ri.us/chs/chs_library/default.htm

All district libraries subscribe to video streaming through PBS. Students are able to access educational videos at school and at home using a computer and internet access. These videos relate directly to the curriculum and can further a students' understanding, or develop great passion and interest for a specific topic area. Please contact your school librarian for access to your schools individual username and password.

Both Middle and High School Libraries subscribe to electronic databases that provide sources of reviewed information available to students from home through the library webpage. These online tools include almanacs, country reports, newspapers, encyclopedias, field guides, magazines, points of view articles, maps, pictures, biographies and more. Please contact your school librarian for access to your schools individual username and password.

EDUCATOR TO STUDENT

Chariho School District Libraries offer a variety of print and electronic materials to support learning. Each school library has a website (listed below) with age-appropriate links for research and internet searching. Internet links to homework help resources, internet news sources, Rhode Island state resources, and research note sheets / citation guides are also available through your library website.

- Ashaway Elementary School Library: <http://www.chariho.k12.ri.us/ash/library/Default.htm>
- Charlestown Elementary School Library: <http://www.chariho.k12.ri.us/cha/media.htm>
- Hope Valley Elementary School Library: <http://www.chariho.k12.ri.us/hv/library.htm>
- Richmond Elementary School Library: <http://www.chariho.k12.ri.us/ric/mediacnt.html>
- Chariho Middle School Library: <http://www.chariho.k12.ri.us/cms/library/Default.htm>
- Chariho High School Library: http://www.chariho.k12.ri.us/chs/chs_library/default.htm

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The Chariho School District has adopted the Big6 research model for use when conducting research. For more information about the model, please look at the following website: <http://www.big6.com/>

It is important to give credit to your sources for the information you have incorporated into your paper or project. If in doubt, cite your source. The most recent edition of the MLA style manual (6th ed.) is available in the Library Media Center. The library media specialists are also available to help if you have any questions.

The Middle School has notesheets available to students to use for notetaking while conducting research. These notesheets also outline the MLA format for citations and are available on the library webpage: <http://www.chariho.k12.ri.us/cms/library>

- Book Notesheet
- Encyclopedia Notesheet
- Internet Notesheet
- Database Notesheet

The High School Library has also created guides to assist you in notetaking and citing your sources while conducting research. These notesheets are available on the High School Library website: http://www.chariho.k12.ri.us/chs/chs_library

- Most Frequently Used Sources MLA Citation Sheet
- MLA Book Citation Sheet
- Online Sources (including subscription databases) MLA Citation Sheet
- Encyclopedia MLA Citation Sheet
- Periodicals (magazines, journals, etc.) MLA Citation Sheet
- Newspapers MLA Citation Sheet

Elementary Big6 Research Checklist

#1 Defining Your Job

- You understand why you are looking for information.
- You have developed a research question(s).

#2 Finding Information

- You have brainstormed possible information sources.
- You have located information sources in our school library and other places (online catalog, reference materials, web sites).
- You used a variety of sources.

#3 Digging for Treasure

- You have developed a list of treasure words.
- You have used the table of contents, index, and web links to find your treasure words.

#4 Using Information

- You have read, viewed and listened for treasure words in your sources.
- You have taken notes in your own words.
- You have listed the sources you used (bibliography).

#5 Putting it All Together

- You have organized your information so it makes sense.
- You have answered your research question(s).

#6 Evaluating your Work

- You have met the requirements of the rubric.
- You have done your best work.

REFERENCES

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- National Standards for History Basic Edition, 1996. 2004. National Center for History in the Schools. 8 May 2007. <http://nchs.ucla.edu/standards>.
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