

CURRICULUM MAP Grade 10  
North Smithfield School Department

| UNIT   | Social Studies GSEs/Standards   |   |
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| <p><b>UNIT 1</b><br/><b>Renaissance and Reformation</b></p> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>• <i>How did the Renaissance shape European art, thought, and religion?</i></li> <li>• <i>What impact did the printing revolution have on shaping European society, humanist thought, and on the role of the Church?</i></li> <li>• <i>What was the Reformation and what was its impact on religious, social, economic, and political institutions in western Europe?</i></li> </ul> | <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>• Describing or explaining competing ideas about the purposes and functions of politics and government. <b>C&amp;G 1 (11-12)- 1a</b></li> <li>• Identifying and describing the role that various institutions play in meeting the needs of the community. <b>C&amp;G 4(9-10)- 3b</b></li> <li>• Predicting outcomes and possible consequences of a conflict, event, or course of action. <b>C&amp;G 5(9-10)- 3a</b></li> <li>• Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. <b>C&amp;G 5(9-10)- 3b</b></li> </ul> <p><b>Historical Perspective</b></p> <ul style="list-style-type: none"> <li>• Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &amp; non-print sources. <b>HP 1 (11-12)- 1a</b></li> <li>• Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. <b>HP1(9-10)- 2a</b></li> <li>• Interpreting and constructing visual data in order to explain historical continuity and change <b>HP 1 (11-12)- 2b</b></li> <li>• Explaining origins of major historical events. <b>HP 2 (11-12)- 1a</b></li> <li>• Creating narratives based on a particular historical point of view. <b>HP 2 (11-12)- 2a</b></li> <li>• Synthesizing information from multiple sources to formulate an historical interpretation. <b>HP2(9-10)- 2b</b></li> <li>• Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. <b>HP 2 (11-12)- 3a</b></li> <li>• Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. <b>HP 3 (11-12)- 2a</b></li> <li>• Analyzing how an historical development has contributed to current social, economic, or political patterns. <b>HP 3 (11-12)- 2B</b></li> <li>• Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. <b>HP 4 (11-12)- 1a</b></li> <li>• Utilizing sources to identify different historical narratives and perspectives about the same events. <b>HP 5 (11-12)- 3a</b></li> <li>• Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. <b>HP 5 (11-12)- 3b</b></li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Applying the concept that economic choices often have long-run intended/unintended consequences. <b>E 1 (11-12)- 1b</b></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). <b>G 1 (11-12)- 1c</b></li> <li>• Evaluating the impact of topographical features on the development of societies. <b>G 1 (11-12)- 2a</b></li> <li>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</b></li> <li>• Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. <b>G 2 (11-12)- 2a</b></li> <li>• Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. <b>G 2 (11-12)- 4b</b></li> <li>• Evaluating the environmental consequences of resource consumption. <b>G 3 (11-12)- 2a</b></li> <li>• Analyzing these relationships in a given historical or current example. <b>G 3 (7-8)-3a</b></li> <li>• Researching/reporting specific examples of how human dependence on the environment has impacted decisions. <b>G 4(7-8) 1a</b></li> <li>• Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. <b>G 2 (11-12)- 4b</b></li> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• <b>RH.9-10 .2</b> Determine the central ideas or information of a primary or secondary source.</li> <li>• <b>RH.9-10 .3</b> Identify key steps in a text’s description of a process related to history/social studies</li> <li>• <b>Craft and Structure (RH)</b></li> <li>• <b>RH.9-10 .4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary</li> <li>• <b>RH.9-10 .5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> <li>• <b>RH.9-10 .6</b> Identify aspects of a text that reveal an author’s point of view or purpose .</li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>• <b>RH.9-10 .8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>• <b>RH.9-10 .9</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul> <p><b>Range of Reading (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .10</b> Read and comprehend history/social studies texts in the grades 6–8 text complexity band</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Text Types and Purposes: argument and informational <b>(WHST)</b></li> <li>• Production and Distribution <b>(WHST)</b></li> <li>• <b>Research</b></li> <li>• Range of Writing <b>(WHST)</b></li> </ul> | <p><b><u>HISTORICAL THINKING</u></b></p> <ul style="list-style-type: none"> <li>• Chronological thinking</li> <li>• Historical comprehension</li> <li>• Historical analysis and interpretation, historical research capabilities</li> <li>• Historical research capabilities</li> <li>• Historical issues – analysis and decision-making</li> </ul> |
| <p><b>UNIT 2</b><br/><b>Enlightenment and Revolution</b></p> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>• <i>How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society?</i></li> </ul>   | <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>• Describing or explaining competing ideas about the purposes and functions of politics and government. <b>C&amp;G 1 (11-12)- 1a</b></li> <li>• Comparing and contrasting different forms of government and their purpose. <b>C&amp;G 1 (11-12)- 1b</b></li> <li>• Explaining how a political ideology is reflected in the form and structure of a government. <b>C&amp;G 1 (11-12)- 1c</b></li> <li>• Distinguishing between the rule of law and the “rule of men.” <b>C&amp;G 1 (11-12)- 1d</b></li> <li>• Identifying how actions of a government affect relationships involving the individual, society , government. <b>C&amp;G 1 (9-10)-2 a</b></li> <li>• Explaining how political authority is obtained and legitimized. <b>C&amp;G 1 (11-12)- 2b</b></li> <li>• Examining the historical origins of power and how that power has been exercised over time <b>C&amp;G 1 (11-12)- 2c</b></li> <li>• Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. <b>C&amp;G 3 (11-12)- 2d</b></li> <li>• Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. <b>C&amp;G 4(9-10)- 1c</b></li> <li>• Analyzing multiple perspectives on an historical or current controversial issue. <b>C&amp;G 4(9-10)- 1e</b></li> <li>• Using collaborative decision making/problem solving to consider multiple , etc. <b>&amp;G 4(9-10)- 2a</b></li> <li>• Critically reflecting on their own civic dispositions. <b>C&amp;G 4(9-10)- 3a</b></li> <li>• Identifying and describing the role that various institutions play in meeting the needs of the community. <b>C&amp;G 4(9-10)- 3b</b></li> <li>• Identifying and analyzing the conflicts that exist between public and private life. <b>C&amp;G 4(9-10)- 3c</b></li> <li>• Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. <b>C&amp;G 5(9-10)- 1a</b></li> </ul>  |   |

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| <ul style="list-style-type: none"> <li>• <i>How did the scientific method lead to the Enlightenment?</i></li> <br/> <li>• <i>How did Enlightenment thinking change economic thinking?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Organizing information to show relationships between and among various individuals, systems, and structures. <b>C&amp;G 5(9-10)- 1b</b></li> <li>• Describing the interconnected nature of a contemporary or historical issue. <b>C&amp;G 5(9-10)- 2a</b></li> <li>• Analyzing and evaluating a contemporary or historical issue. <b>C&amp;G 5(9-10)- 2b</b></li> <li>• Predicting outcomes and possible consequences of a conflict, event, or course of action. <b>C&amp;G 5(9-10)- 3a</b></li> <li>• Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. <b>C&amp;G 5(9-10)- 3b</b></li> <li><b>Historical Perspective</b> <ul style="list-style-type: none"> <li>• Formulating historical questions, obtaining, analyzing, evaluating historical primary / secondary print &amp; non-print sources. <b>HP 1 (11-12)- 1a</b></li> <li>• Explaining how historical facts and historical interpretations may be different, but are related. <b>HP 1 (11-12)- 1b</b></li> <li>• Identifying, describing, or analyzing multiple perspectives on an historical trend or event. <b>HP 1 (11-12)- 1c</b></li> <li>• Using technological tools in historical research. <b>HP 1 (11-12)- 1d</b></li> <li>• Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. <b>HP1(9-10)- 2a</b></li> <li>• Interpreting and constructing visual data in order to explain historical continuity and change <b>HP 1 (11-12)- 2b</b></li> <li>• Explaining origins of major historical events. <b>HP 2 (11-12)- 1a</b></li> <li>• Identifying and linking key ideas and concepts and their enduring implications. <b>HP 2 (11-12)- 1b</b></li> <li>• Creating narratives based on a particular historical point of view. <b>HP 2 (11-12)- 2a</b></li> <li>• Synthesizing information from multiple sources to formulate an historical interpretation. <b>HP2(9-10)- 2b</b></li> <li>• Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. <b>HP 2 (11-12)- 3a</b></li> <li>• Documenting various groups and their traditions that have remained constant over time. <b>HP 2 (11-12)- 3b</b></li> <li>• Gathering evidence of circumstances and factors contributing to contemporary problem. <b>HP 3 (11-12)- 1a</b></li> <li>• Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. <b>HP 3 (11-12)- 1b</b></li> <li>• Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. <b>HP 3 (11-12)- 2a</b></li> <li>• Analyzing how an historical development has contributed to current social, economic, or political patterns. <b>HP 3 (11-12)- 2B</b></li> <li>• Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. <b>HP 4 (11-12)- 1a</b></li> <li>• Analyzing conflict that is based on unresolved historical-geographical differences. <b>HP 4 (11-12)- 1b</b></li> <li>• Citing historical evidence that geographic factors affected decision-making by policy-makers. <b>HP 4 (11-12)- 1c</b></li> <li>• Evaluating the effect of technology and innovation on promoting territorial expansion. <b>HP 4 (11-12)- 2a</b></li> <li>• Proving whether innovation and invention have been beneficial or detrimental to society. <b>HP 4 (11-12)- 2b</b></li> <li>• Identifying patterns of migration and evaluating their socio-cultural impacts. <b>HP 5 (11-12)- 1a</b></li> <li>• Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. <b>HP 5 (11-12)- 1b</b></li> <li>• Analyzing the contribution of diverse cultural elements. <b>HP 5 (11-12)- 1c</b></li> <li>• Analyzing how membership in particular cultural groups affected civic engagement. <b>HP 5 (11-12)- 2a</b></li> <li>• Contrasting how cultural groups have conflicted over land use issues. <b>HP 5 (11-12)- 2b</b></li> <li>• Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. <b>HP 5 (11-12)- 2c</b></li> <li>• Utilizing sources to identify different historical narratives and perspectives about the same events. <b>HP 5 (11-12)- 3a</b></li> <li>• Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. <b>HP 5 (11-12)- 3b</b></li> </ul> </li> <li><b>Economics</b> <ul style="list-style-type: none"> <li>• Applying the concept that choices involve trade-offs in real world situations or historical contexts. <b>E 1 (11-12)- 1a</b></li> <li>• Applying the concept that economic choices often have long-run intended/unintended consequences. <b>E 1 (11-12)- 1b</b></li> <li>• Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. <b>E 1 (11-12)- 2a</b></li> <li>• Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). <b>E 1 (9-10)-3b</b></li> <li>• Analyzing the roles of supply and demand in an economy. <b>E 2 (11-12)- 1b</b></li> <li>• Analyzing local, regional, national, and global markets for goods and services. <b>E 2 (11-12)- 1c</b></li> <li>• Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. <b>E 2 (11-12)- 2a</b></li> </ul> </li> <li><b>Geography</b> <ul style="list-style-type: none"> <li>• Analyzing spatial patterns and synthesizing with other primary and secondary sources. <b>G 1 (11-12)- 1a</b></li> <li>• Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). <b>G 1 (11-12)- 1c</b></li> <li>• Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. <b>G 1 (11-12)- 2b</b></li> <li>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</b></li> <li>• Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. <b>G 2 (11-12)- 2a</b></li> <li>• Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. <b>G 2 (11-12)- 4b</b></li> <li>• Evaluating the environmental consequences of resource consumption. <b>G 3 (11-12)- 2a</b></li> <li>• Analyzing these relationships in a given historical or current example. <b>G 3 ( 7-8) -3a</b></li> <li>• Researching/reporting specific examples of how human dependence on the environment has impacted decisions. <b>G 4( 7-8) 1a</b></li> <li>• Comparing and contrasting the physical, social, and economic 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<li><b>Integration of Knowledge and Ideas (RH)</b> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>• <b>RH.9-10 .8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>• <b>RH.9-10 .9</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul> </li> </ul> </li> <li><b>Range of Reading (RH)</b> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .10</b> Read and comprehend history/social studies texts in the grades 6–8 text complexity band</li> </ul> </li> </ul> |  |

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|  | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Text Types and Purposes: argument and informational (WHST)</li> <li>Production and Distribution (WHST)</li> <li>Research</li> <li>Range of Writing (WHST)</li> </ul> <p style="background-color: yellow;"><b>EDIT UNITS BELOW</b></p>   |
| <p style="text-align: center;"><b>UNIT 3</b></p> <p style="text-align: center;"><b>Industrialism and the New Global Age</b></p> <p>Essential Questions</p> <ul style="list-style-type: none"> <li><i>What were the technological, social, and economic effects of the Industrial Revolution?</i></li> <li><i>What effect did new technologies have on the agricultural and industrial revolution?</i></li> <li><i>How did the Industrial Revolution influence urban growth and the emergence of a working class?</i></li> <li><i>How did industrialization spur the creation of new social and political ideas? (ie. Marxism, communism, and socialism)</i></li> </ul> | <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>Describing or explaining competing ideas about the purposes and functions of politics and government. C&amp;G 1 (11-12)- 1a</li> <li>Comparing and contrasting different forms of government and their purpose. C&amp;G 1 (11-12)- 1b</li> <li>Explaining how a political ideology is reflected in the form and structure of a government. C&amp;G 1 (11-12)- 1c</li> <li>Distinguishing between the rule of law and the "rule of men." C&amp;G 1 (11-12)- 1d</li> <li>Identifying how actions of a government affect relationships involving the individual, society, government. C&amp;G 1 (9-10)-2a</li> <li>Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&amp;G 2 (11-12)- 2b c</li> <li>Discussing different historical understandings/ perspectives of democracy. C&amp;G 2 (11-12)- 2d</li> <li>Comparing and contrasting human rights provided for in various seminal documents or materials. C&amp;G 3 (11-12)- 1b</li> <li>Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. C&amp;G 3 (11-12)- 1c</li> <li>Analyzing the scope and limits of personal, cultural, economic, or political rights. C&amp;G 3 (11-12)- 1d</li> <li>Accessing the political system. C&amp;G 3 (11-12)- 2b</li> <li>Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. C&amp;G 4(9-10)- 1b</li> <li>Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&amp;G 4(9-10)- 1c</li> <li>Analyzing multiple perspectives on an historical or current controversial issue. C&amp;G 4(9-10)- 1e</li> <li>Using collaborative decision making/problem solving to consider multiple, etc. &amp;G 4(9-10)- 2a</li> <li>Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. C&amp;G 4(9-10)- 2b</li> <li>Identifying and describing the role that various institutions play in meeting the needs of the community. C&amp;G 4(9-10)- 3b</li> <li>Identifying and analyzing the conflicts that exist between public and private life. C&amp;G 4(9-10)- 3c</li> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> <li>Organizing information to show relationships between and among various individuals, systems, and structures. C&amp;G 5(9-10)- 1b</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> </ul> <p><b>Historical Perspective</b></p> <ul style="list-style-type: none"> <li>Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &amp; non-print sources. HP 1 (11-12)- 1a</li> <li>Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b</li> <li>Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c</li> <li>Using technological tools in historical research. HP 1 (11-12)- 1d</li> <li>Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. HP1(9-10)- 2a</li> <li>Interpreting and constructing visual data in order to explain historical continuity and change HP 1 (11-12)- 2b</li> <li>Explaining origins of major historical events. HP 2 (11-12)- 1a</li> <li>Identifying and linking key ideas and concepts and their enduring implications. HP 2 (11-12)- 1b</li> <li>Creating narratives based on a particular historical point of view. HP 2 (11-12)- 2a</li> <li>Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b</li> <li>Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. HP 2 (11-12)- 3a</li> <li>Documenting various groups and their traditions that have remained constant over time. 2 (11-12)- 3b</li> <li>Analyzing how an historical development has contributed to current social, economic, or political patterns. HP 3 (11-12)- 2b</li> <li>Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12)- 1a</li> <li>Analyzing conflict that is based on unresolved historical-geographical differences. HP 4 (11-12)- 1b</li> <li>Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)- 1c</li> <li>Evaluating the effect of technology and innovation on promoting territorial expansion. HP 4 (11-12)- 2a</li> <li>Proving whether innovation and invention have been beneficial or detrimental to society. HP 4 (11-12)- 2b</li> <li>Identifying patterns of migration and evaluating their socio-cultural impacts. HP 5 (11-12)- 1a</li> <li>Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. HP 5 (11-12)- 1b</li> <li>Analyzing the contribution of diverse cultural elements. HP 5 (11-12)- 1c</li> <li>Contrasting how cultural groups have conflicted over land use issues. HP 5 (11-12)- 2b</li> <li>Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. HP 5 (11-12)- 2c</li> <li>Utilizing sources to identify different historical narratives and perspectives about the same events. HP 5 (11-12)- 3a</li> <li>Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy, etc. HP 5 (11-12)- 3b</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Applying the concept that choices involve trade-offs in real world situations or historical contexts. E 1 (11-12)- 1a</li> <li>Applying the concept that economic choices often have long-run intended/unintended consequences. E 1 (11-12)- 1b</li> <li>Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E 1 (11-12)- 2a</li> <li>Evaluating personal choices using a cost-benefit analysis. E 1 (11-12)- 2b</li> <li>Differentiating between subsistence, traditional, mixed, command, and market economies. E 1 (11-12)- 3a</li> <li>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. E 1 (9-10)-3b</li> <li>E Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12)- 1a</li> <li>Analyzing the roles of supply and demand in an economy. E 2 (11-12)- 1b</li> <li>Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. <b>E 2 (11-12)- 2a</b></li> <li>• Evaluating how policymakers encourage or discourage economic activity. <b>E 3 (11-12)- 2a</b></li> <li>• Interpreting source materials about economic conditions, explain how these conditions influence decisions. <b>E 3 (11-12)- 2b</b></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). <b>G 1 (11-12)- 1c</b></li> <li>• Evaluating the impact of topographical features on the development of societies. <b>G 1 (11-12)- 2a</b></li> <li>• Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. <b>G 1 (11-12)- 2b</b></li> <li>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</b></li> <li>• Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. <b>G 2 (11-12)- 2a</b></li> <li>• Comparing and contrasting regional characteristics to understand human events. <b>G 2 (11-12)- 4a</b></li> <li>• Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. <b>G 2 (11-12)- 4b</b></li> <li>• Investigating the causes of major migrations and evaluating the impact on affected populations. <b>G 3 (11-12)- 1a</b></li> <li>• Evaluating the environmental consequences of resource consumption. <b>G 3 (11-12)- 2a</b></li> <li>• Analyzing these relationships in a given historical or current example. <b>G 3 ( 7-8) –3a</b></li> <li>• Researching/reporting specific examples of how human dependence on the environment has impacted decisions. <b>G 4 ( 7-8) 1a</b></li> <li>• Examining a specific case study of how a society reacted or adapting to a physical environmental change. <b>G 4 ( 7-8) –2a</b></li> <li>• Analyzing the relationship between human action and the environment over time, using researched evidence <b>G 4 ( 7-8) –3a</b></li> <li>• Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. <b>G 2 (11-12)- 4b</b></li> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• <b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source.</li> <li>• <b>RH.9-10.3</b> Identify key steps in a text’s description of a process related to history/social studies</li> </ul> <p><b>Craft and Structure (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary</li> <li>• <b>RH.9-10.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> <li>• <b>RH.9-10.6</b> Identify aspects of a text that reveal an author’s point of view or purpose .</li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>• <b>RH.9-10.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>• <b>RH.9-10.9</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul> <p><b>Range of Reading (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10.10</b> Read and comprehend history/social studies texts in the grades 6–8 text complexity band</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Text Types and Purposes: argument and informational <b>(WHST)</b></li> <li>• Production and Distribution <b>(WHST)</b></li> <li>• <b>Research</b></li> <li>• Range of Writing <b>(WHST)</b></li> </ul> |  |
| <p><b>UNIT 4</b></p> <p><b>World Wars and Revolutions</b></p> <p>Essential Question</p> <ul style="list-style-type: none"> <li>• <i>What caused World War I and the Russian Revolution, and what effect did they have on world events?</i></li> <li>• <i>How did technology make World War I different from other wars?</i></li> <li>• <i>How did World War I and its aftermath reshape the world politically. ]</i></li> <li>• <i>What were the causes and</i></li> </ul> | <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>• Describing or explaining competing ideas about the purposes and functions of politics and government. <b>C&amp;G 1 (11-12)- 1a</b></li> <li>• Comparing and contrasting different forms of government and their purpose. <b>C&amp;G 1 (11-12)- 1b</b></li> <li>• Explaining how a political ideology is reflected in the form and structure of a government. <b>C&amp;G 1 (11-12)- 1c</b></li> <li>• Distinguishing between the rule of law and the “rule of men.” <b>C&amp;G 1 (11-12)- 1d</b></li> <li>• Identifying how actions of a government affect relationships involving the individual, society, government. <b>C&amp;G 1 (9-10)- 2 a</b></li> <li>• Explaining how political authority is obtained and legitimized. <b>C&amp;G 1 (11-12)- 2b</b></li> <li>• Examining the historical origins of power and how that power has been exercised over time <b>C&amp;G 1 (11-12)- 2c</b></li> <li>• Discussing different historical understandings/ perspectives of democracy. <b>C&amp;G 2 (11-12)- 2d</b></li> <li>• Comparing and contrasting human rights provided for in various seminal documents or materials. <b>C&amp;G 3 (11-12)- 1b</b></li> <li>• Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. <b>C&amp;G 3 (11-12)- 1c</b></li> <li>• Analyzing the scope and limits of personal, cultural, economic, or political rights. <b>C&amp;G 3 (11-12)- 1d</b></li> <li>• Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. <b>C&amp;G 3 (11-12)- 2d</b></li> <li>• Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. <b>C&amp;G 4(9-10)- 1b</b></li> <li>• Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. <b>C&amp;G 4(9-10)- 1c</b></li> <li>• Using collaborative decision making/problem solving to consider multiple , etc. <b>&amp;G 4(9-10)- 2a</b></li> <li>• Critically reflecting on their own civic dispositions. <b>C&amp;G 4(9-10)- 3a</b></li> <li>• Identifying and describing the role that various institutions play in meeting the needs of the community. <b>C&amp;G 4(9-10)- 3b</b></li> <li>• Identifying and analyzing the conflicts that exist between public and private life. <b>C&amp;G 4(9-10)- 3c</b></li> <li>• Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. <b>C&amp;G 5(9-10)- 1a</b></li> <li>• Organizing information to show relationships between and among various individuals, systems, and structures. <b>C&amp;G 5(9-10)- 1b</b></li> <li>• Predicting outcomes and possible consequences of a conflict, event, or course of action. <b>C&amp;G 5(9-10)- 3a</b></li> <li>• Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. <b>C&amp;G 5(9-10)- 3b</b></li> <li>• Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. <b>C&amp;G 5(9-10)- 3c</b></li> </ul> <p><b>Historical Perspective</b></p> <ul style="list-style-type: none"> <li>• Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &amp; non-print sources. <b>HP 1 (11-12)- 1a</b></li> <li>• Explaining how historical facts and historical interpretations may be different, but are related. <b>HP 1 (11-12)- 1b</b></li> <li>• Identifying, describing, or analyzing multiple perspectives on an historical trend or event. <b>HP 1 (11-12)- 1c</b></li> <li>• Using technological tools in historical research. <b>HP 1 (11-12)- 1d</b></li> <li>• Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or</li> </ul>   |  |

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| <p><i>results of the Russian Revolution?</i></p> <ul style="list-style-type: none"> <li>• <i>How did aggressive world powers emerge, and what did it take to defeat them during World War II?</i></li> </ul> | <p>compare/contrast events. <b>HP1(9-10)- 2a</b></p> <ul style="list-style-type: none"> <li>• Interpreting and constructing visual data in order to explain historical continuity and change. <b>HP 1 (11-12)- 2b</b></li> <li>• Explaining origins of major historical events. <b>HP 2 (11-12)- 1a</b></li> <li>• Identifying and linking key ideas and concepts and their enduring implications. <b>HP 2 (11-12)- 1b</b></li> <li>• Creating narratives based on a particular historical point of view. <b>HP 2 (11-12)- 2a</b></li> <li>• Synthesizing information from multiple sources to formulate an historical interpretation. <b>HP2(9-10)- 2b</b></li> <li>• Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. <b>HP 2 (11-12)- 3a</b></li> <li>• Documenting various groups and their traditions that have remained constant over time. <b>2 (11-12)- 3b</b></li> <li>• Gathering evidence of circumstances and factors contributing to contemporary problem. <b>HP 3 (11-12)- 1a</b></li> <li>• Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. <b>HP 3 (11-12)- 1b</b></li> <li>• Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. <b>HP 3 (11-12)- 2a</b></li> <li>• Analyzing how an historical development has contributed to current social, economic, or political patterns. <b>HP 3 (11-12)- 2B</b></li> <li>• Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. <b>HP 4 (11-12)- 1a</b></li> <li>• Citing historical evidence that geographic factors affected decision-making by policy-makers. <b>HP 4 (11-12)- 1c</b></li> <li>• Evaluating the effect of technology and innovation on promoting territorial expansion. <b>HP 4 (11-12)- 2a</b></li> <li>• Proving whether innovation and invention have been beneficial or detrimental to society. <b>HP 4 (11-12)- 2b</b></li> <li>• Identifying patterns of migration and evaluating their socio-cultural impacts. <b>HP 5 (11-12)- 1a</b></li> <li>• Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. <b>HP 5 (11-12)- 1b</b></li> <li>• Analyzing the contribution of diverse cultural elements. <b>HP 5 (11-12)- 1c</b></li> <li>• Analyzing how membership in particular cultural groups affected civic engagement. <b>HP 5 (11-12)- 2a</b></li> <li>• Contrasting how cultural groups have conflicted over land use issues. <b>HP 5 (11-12)- 2b</b></li> <li>• Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. <b>HP 5 (11-12)- 2c</b></li> <li>• Utilizing sources to identify different historical narratives and perspectives about the same events. <b>HP 5 (11-12)- 3a</b></li> <li>• Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. <b>HP 5 (11-12)- 3b</b></li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Applying the concept that choices involve trade-offs in real world situations or historical contexts. <b>E 1 (11-12)- 1a</b></li> <li>• Applying the concept that economic choices often have long-run intended/unintended consequences. <b>E 1 (11-12)- 1b</b></li> <li>• Evaluating historical and contemporary choices using marginal analysis. <b>E 1 (11-12)- 1c</b></li> <li>• Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. <b>E 1 (11-12)- 2a</b></li> <li>• Evaluating personal choices using a cost-benefit analysis. <b>E 1 (11-12)- 2b</b></li> <li>• Differentiating between subsistence, traditional, mixed, command, and market economies. <b>E 1 (11-12)- 3a</b></li> <li>• Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). <b>E 1 (9-10)-3b</b></li> <li>• Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. <b>E 2 (11-12)- 1a</b></li> <li>• Analyzing the roles of supply and demand in an economy. <b>E 2 (11-12)- 1b</b></li> <li>• Analyzing local, regional, national, and global markets for goods and services. <b>E 2 (11-12)- 1c</b></li> <li>• Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. <b>E 2 (11-12)- 2a</b></li> <li>• Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. <b>E 3 (11-12)- 1a</b></li> <li>• Evaluating the government's monetary and fiscal policies. <b>E 3 (11-12)- 1b</b></li> <li>• Evaluating how policymakers encourage or discourage economic activity. <b>E 3 (11-12)- 2a</b></li> <li>• Interpreting source materials about economic conditions, explain how these conditions influence decisions. <b>E 3 (11-12)- 2b</b></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). <b>G 1 (11-12)- 1c</b></li> <li>• Evaluating the impact of topographical features on the development of societies. <b>G 1 (11-12)- 2a</b></li> <li>• Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. <b>G 1 (11-12)- 2b</b></li> <li>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</b></li> <li>• Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. <b>G 2 (11-12)- 2a</b></li> <li>• Evaluating the cultural and regional differences for potential bias from written or verbal sources. <b>2 (11-12)- 3a</b></li> <li>• Comparing and contrasting regional characteristics to understand human events. <b>G 2 (11-12)- 4a</b></li> <li>• Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. <b>G 2 (11-12)- 4b</b></li> <li>• Researching/reporting specific examples of how human dependence on the environment has impacted decisions. <b>G 4 (7-8) 1a</b></li> <li>• Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. <b>G 2 (11-12)- 4b</b></li> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• <b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source.</li> <li>• <b>RH.9-10.3</b> Identify key steps in a text's description 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<b>RH.9-10.10</b> Read and comprehend history/social studies texts in the grades 6–8 text complexity band</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Text Types and Purposes: argument and informational <b>(WHST)</b></li> <li>• Production and Distribution <b>(WHST)</b></li> <li>• <b>Research</b></li> </ul> |  |



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|  | <ul style="list-style-type: none"> <li>Range of Writing (WHST)</li> </ul>  |  |
| <p><b>UNIT 5</b><br/><b>The World since 1945</b></p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li><i>How did the Cold War develop, and how did it shape political and economic life in individual nations, and how did it end?</i></li> <li><i>How did the development of nuclear weapons influence the politics of the world's two super powers and threaten the world globally?</i></li> <li><i>What influence did the politics of the Cold War have on emerging nations and spheres of influence post World War II?</i></li> <li><i>What factors led to the demise of the Soviet Union and the end of the Cold War?</i></li> </ul> | <p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <li>Describing or explaining competing ideas about the purposes and functions of politics and government. <b>C&amp;G 1 (11-12)- 1a</b></li> <li>Comparing and contrasting different forms of government and their purpose. <b>C&amp;G 1 (11-12)- 1b</b></li> <li>Explaining how a political ideology is reflected in the form and structure of a government. <b>C&amp;G 1 (11-12)- 1c</b></li> <li>Distinguishing between the rule of law and the "rule of men." <b>C&amp;G 1 (11-12)- 1d</b></li> <li>Identifying how actions of a government affect relationships involving the individual, society, government. <b>C&amp;G 1 (9-10)-2 a</b></li> <li>Explaining how political authority is obtained and legitimized. <b>C&amp;G 1 (11-12)- 2b</b></li> <li>Examining the historical origins of power and how that power has been exercised over time <b>C&amp;G 1 (11-12)- 2c</b></li> <li>Discussing different historical understandings/ perspectives of democracy. <b>C&amp;G 2 (11-12)- 2d</b></li> <li>Comparing and contrasting human rights provided for in various seminal documents or materials. <b>C&amp;G 3 (11-12)- 1b</b></li> <li>Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. <b>C&amp;G 3 (11-12)- 1c</b></li> <li>Analyzing the scope and 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analysis. <b>E 1 (11-12)- 2b</b></li> <li>Differentiating between subsistence, traditional, mixed, command, and market economies. <b>E 1 (11-12)- 3a</b></li> <li>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. <b>E 1 (9-10)-3b</b></li> <li>Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. <b>E 2 (11-12)- 1a</b></li> <li>Analyzing the roles of supply and demand in an economy. <b>E 2 (11-12)- 1b</b></li> <li>Analyzing local, regional, national, and global markets for goods and services. <b>E 2 (11-12)- 1c</b></li> <li>Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. <b>E 2 (11-12)- 2a</b></li> <li>Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. <b>E 3 (11-12)- 1a</b></li> <li>Evaluating the 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| UNIT | Social Studies GSEs/Standards   |
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|      | <ul style="list-style-type: none"> <li>• Interpreting source materials about economic conditions, explain how these conditions influence decisions. <b>E 3 (11-12)- 2b</b></li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). <b>G 1 (11-12)- 1c</b></li> <li>• Evaluating the impact of topographical features on the development of societies. <b>G 1 (11-12)- 2a</b></li> <li>• Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. <b>G 1 (11-12)- 2b</b></li> <li>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</b></li> <li>• Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. <b>G 2 (11-12)- 2a</b></li> <li>• Evaluating the cultural and regional differences for potential bias from written or verbal sources. <b>2 (11-12)- 3a</b></li> <li>• Comparing and contrasting regional characteristics to understand human events. <b>G 2 (11-12)- 4a</b></li> <li>• Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. <b>G 2 (11-12)- 4b</b></li> <li>• Researching/reporting specific examples of how human dependence on the environment has impacted decisions. <b>G 4 (7-8) 1a</b></li> <li>• Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. <b>G 2 (11-12)- 4b</b></li> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• <b>RH.9-10 .2</b> Determine the central ideas or information of a primary or secondary source.</li> <li>• <b>RH.9-10 .3</b> Identify key steps in a text’s description of a process related to history/social studies</li> <li>• <b>Craft and Structure (RH)</b></li> <li>• <b>RH.9-10 .4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary</li> <li>• <b>RH.9-10 .5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> <li>• <b>RH.9-10 .6</b> Identify aspects of a text that reveal an author’s point of view or purpose .</li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>• <b>RH.9-10 .8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>• <b>RH.9-10 .9</b> Analyze the relationship between a primary and secondary source on the same topic.</li> </ul> <p><b>Range of Reading (RH)</b></p> <ul style="list-style-type: none"> <li>• <b>RH.9-10 .10</b> Read and comprehend history/social studies texts in the grades 6–8 text complexity band</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Text Types and Purposes: argument and informational <b>(WHST)</b></li> <li>• Production and Distribution <b>(WHST)</b></li> <li>• <b>Research</b></li> <li>• Range of Writing <b>(WHST)</b></li> </ul> |