

CURRICULUM MAP Grade 9-12  
North Smithfield School Department

UNIT	Social Studies GSEs/Standards	
<p style="text-align: center;"><b>UNIT 1</b></p> <p style="text-align: center;"><b>World War I</b></p>	<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>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>Analyzing the scope and limits of personal, cultural, economic, or political rights. <b>C&amp;G 3 (11-12)- 1d</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>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>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>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>Identifying, describing, or analyzing multiple perspectives on an historical trend or event. <b>HP 1 (11-12)- 1c</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>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>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>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> </ul> <p><b>Geography</b></p> <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>Analyzing these relationships in a given historical or current example. <b>G 3 (7-8) –3a</b></li> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.9-10 .1</b></li> <li>Determine the central ideas or information of a primary or secondary source. <b>RH.9-10 .2</b></li> <li>Identify key steps in a text’s description of a process related to history/social studies <b>RH.9-10 .3</b></li> </ul> <p><b>Craft and Structure (RH)</b></p> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including vocabulary <b>RH.9-10 .4</b></li> <li>Describe how a text presents information (e.g., sequentially, comparatively, causally). <b>RH.9-10 .5</b></li> <li>Identify aspects of a text that reveal an author’s point of view or purpose . <b>RH.9-10 .6</b></li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <b>RH.9-10 .7</b></li> <li>Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.9-10 .8</b></li> <li>Analyze the relationship between a primary and secondary source on the same topic. <b>RH.9-10 .9</b></li> </ul> <p><b>Range of Reading (RH)</b></p> <ul style="list-style-type: none"> <li>Read and comprehend history/social studies texts in the grades 6–8 text complexity band <b>RH.9-10 .10</b></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>Research</li> <li>Range of Writing <b>(WHST)</b></li> </ul>	<p style="text-align: center;"><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> </ul>
<p style="text-align: center;"><b>UNIT 2</b></p> <p style="text-align: center;"><b>1920’s, Great Depression, New Deal</b></p>	<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>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 describing ways in which people gain or fail to gain access to the institutions of the U.S. g. <b>C&amp;G 2 (11-12)- 1c</b></li> <li>Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. <b>C&amp;G 2 (11-12)- 2c</b></li> <li>Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i>. <b>C&amp;G 3 (11-12)- 1a</b></li> <li>Describing the criteria used for admission to citizenship in the U.S. <b>C&amp;G 3 (11-12)- 1e</b></li> <li>Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. <b>C&amp;G 3 (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>Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. <b>C&amp;G 4(9-10)- 1d</b></li> <li>Engaging in and reflecting upon an electoral process in a class, school, or community. <b>C&amp;G 4(9-10)- 2c</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 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>Describing the interconnected nature of a contemporary or historical issue. <b>C&amp;G 5(9-10)- 2a</b></li> </ul> <p><b>Historical Perspective</b></p>	<ul style="list-style-type: none"> <li>Historical issues – analysis and decision-making</li> </ul>

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multiple sources to formulate an historical interpretation. <b>HP2(9-10)- 2b</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>• Evaluating the effect of technology and innovation on promoting territorial expansion. <b>HP 4 (11-12)- 2a</b></li> <li>• Identifying patterns of migration and evaluating their socio-cultural impacts. <b>HP 5 (11-12)- 1a</b></li> <li>•</li> <li>• Analyzing the contribution of diverse cultural elements. <b>HP 5 (11-12)- 1c</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>• 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>• 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>• E 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 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>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</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> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.9-10 .1</b></li> <li>• Determine the central ideas or information of a primary or secondary source. <b>RH.9-10 .2</b></li> <li>• Identify key steps in a text’s description of a process related to history/social studies <b>RH.9-10 .3</b></li> </ul> <p><b>Craft and Structure (RH)</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary <b>RH.9-10 .4</b></li> <li>• Describe how a text presents information (e.g., sequentially, comparatively, causally). <b>RH.9-10 .5</b></li> <li>• Identify aspects of a text that reveal an author’s point of view or purpose . <b>RH.9-10 .6</b></li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <b>RH.9-10 .7</b></li> <li>• Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.9-10 .8</b></li> <li>• Analyze the relationship between a primary and secondary source on the same topic. <b>RH.9-10 .9</b></li> </ul> <p><b>Range of Reading (RH)</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend history/social studies texts in the grades 6–8 text complexity band <b>RH.9-10 .10</b></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 style="text-align: center;"><b>UNIT 3</b> <b>World War II</b></p>	<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>• Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence, etc.</i> <b>C&amp;G 2 (11-12)- 2a</b></li> <li>• Analyzing the inherent challenges involved in balancing majority rule and minority rights. <b>C&amp;G 2 (11-12)- 2b</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>• Analyzing the scope and limits of personal, cultural, economic, or political rights. <b>C&amp;G 3 (11-12)- 1d</b></li> <li>• Comparing and contrasting U.S. systems of government with others. <b>C&amp;G 4(9-10)- 1a</b></li> </ul>	

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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>• 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>• Synthesizing information from multiple sources to formulate an historical interpretation. <b>HP2(9-10)- 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>• Proving whether innovation and invention have been beneficial or detrimental to society. <b>HP 4 (11-12)- 2b</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 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>• 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 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 how policymakers encourage or discourage economic activity. <b>E 3 (11-12)- 2a</b></li> </ul> <p><b>Geography</b></p> <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>• 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>• Analyzing these relationships in a given historical or current example. <b>G 3 (7-8) –3a</b></li> </ul> <p><b>Reading</b></p> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.9-10 .1</b></li> <li>• Determine the central ideas or information of a primary or secondary source. <b>RH.9-10 .2</b></li> <li>• Identify key steps in a text’s description of a process related to history/social studies <b>RH.9-10 .3</b></li> </ul> <p><b>Craft and Structure (RH)</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary <b>RH.9-10 .4</b></li> <li>• Describe how a text presents information (e.g., sequentially, comparatively, causally). <b>RH.9-10 .5</b></li> <li>• Identify aspects of a text that reveal an author’s point of view or purpose . <b>RH.9-10 .6</b></li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>• Integrate 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<p style="text-align: center;"><b>UNIT 4</b> <b>Origins of the Cold War</b></p>	<p><b>Civics and Government</b></p> <ul style="list-style-type: none"> <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>• Explaining how political authority is obtained and legitimized. <b>C&amp;G 1 (11-12)- 2b</b></li> <li>• Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. <b>C&amp;G 2 (11-12)- 1c</b></li> <li>• Analyzing the inherent challenges involved in balancing majority rule and minority rights. <b>C&amp;G 2 (11-12)- 2b</b></li> <li>• Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. <b>C&amp;G 2 (11-12)- 2c</b></li> <li>• Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i>. <b>C&amp;G 3 (11-12)- 1a</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>• 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> </ul>	

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North Smithfield School Department

UNIT	Social Studies GSEs/Standards	
	<ul style="list-style-type: none"> <li>• Comparing and contrasting U.S. systems of government with others. <b>C&amp;G 4(9-10)- 1a</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>• 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>• 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>• Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. <b>C&amp;G 5(9-10)- 3c</b></li> <li><b>Historical Perspective</b></li> <li>• Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &amp; non-print sources. <b>HP 1 (11-12)- 1a</b></li> <li>• Identifying, describing, or analyzing multiple perspectives on an historical trend or event. <b>HP 1 (11-12)- 1c</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>• Synthesizing information from multiple sources to formulate an historical interpretation. <b>HP2(9-10)- 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>• Proving whether innovation and invention have been beneficial or detrimental to society. <b>HP 4 (11-12)- 2b</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> <li><b>Economics</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 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><b>Geography</b></li> <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>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</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>• Analyzing these relationships in a given historical or current example. <b>G 3 ( 7-8) –3a</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> <li><b>Reading</b></li> <li><b>Key Ideas and Details (RH)</b></li> <li>• Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.9-10 .1</b></li> <li>• Determine the central ideas or information of a primary or secondary source. <b>RH.9-10 .2</b></li> <li>• Identify key steps in a text’s description of a process related to history/social studies <b>RH.9-10 .3</b></li> <li><b>Craft and Structure (RH)</b></li> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary <b>RH.9-10 .4</b></li> <li>• Describe how a text presents information (e.g., sequentially, comparatively, causally). <b>RH.9-10 .5</b></li> <li>• Identify aspects of a text that reveal an author’s point of view or purpose . <b>RH.9-10 .6</b></li> <li><b>Integration of Knowledge and Ideas (RH)</b></li> <li>• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <b>RH.9-10 .7</b></li> <li>• Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.9-10 .8</b></li> <li>• Analyze the relationship between a primary and secondary source on the same topic. <b>RH.9-10 .9</b></li> <li><b>Range of Reading (RH)</b></li> <li>• Read and comprehend history/social studies texts in the grades 6–8 text complexity band <b>RH.9-10 .10</b></li> <li><b>Writing</b></li> <li>• Text Types and Purposes: argument and informational <b>(WHST)</b></li> <li>• Production and Distribution <b>(WHST)</b></li> <li>• Research</li> <li>• Range of Writing <b>(WHST)</b></li> </ul>	
<p style="text-align: center;"><b>UNIT 5</b> <b>Age of</b> <b>Conflict</b></p>	<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>• 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>• Evaluating, taking, defending positions on a current issue regarding the judicial protection <b>C&amp;G 2 (11-12)- 1a</b></li> <li>• Analyzing the basic structures of government in the U.S. <b>C&amp;G 2 (11-12)- 1b</b></li> <li>• Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. <b>C&amp;G 2 (11-12)- 1c</b></li> </ul>	

CURRICULUM MAP Grade 9-12  
North Smithfield School Department

UNIT	Social Studies GSEs/Standards
	<ul style="list-style-type: none"> <li>• Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence</i>, etc. <b>C&amp;G 2 (11-12)- 2a</b></li> <li>• Analyzing the inherent challenges involved in balancing majority rule and minority rights. <b>C&amp;G 2 (11-12)- 2b</b></li> <li>• Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. <b>C&amp;G 2 (11-12)- 2c</b></li> <li>• Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i>. <b>C&amp;G 3 (11-12)- 1a</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>• Describing the criteria used for admission to citizenship in the U.S. <b>C&amp;G 3 (11-12)- 1e</b></li> <li>• Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. <b>C&amp;G 3 (11-12)- 2a</b></li> <li>• Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. <b>C&amp;G 3 (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>• Comparing and contrasting U.S. systems of government with others. <b>C&amp;G 4(9-10)- 1a</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>• Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. <b>C&amp;G 4(9-10)- 1d</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>• Engaging in and reflecting upon an electoral process in a class, school, or community. <b>C&amp;G 4(9-10)- 2c</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>• 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> </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 compare/contrast events. <b>HP1(9-10)- 2a</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>• Gathering evidence of circumstances and factors contributing to contemporary problem. <b>HP 3 (11-12)- 1a</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>• 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>• 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 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 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 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>• 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 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 the cultural and regional differences for potential bias from written or verbal sources. <b>2 (11-12)- 3a</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> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.9-10 .1</b></li> </ul>



CURRICULUM MAP Grade 9-12  
North Smithfield School Department

UNIT	Social Studies GSEs/Standards	
	<ul style="list-style-type: none"> <li>• Determine the central ideas or information of a primary or secondary source. <b>RH.9-10 .2</b></li> <li>• Identify key steps in a text’s description of a process related to history/social studies <b>RH.9-10 .3</b></li> <li><b>Craft and Structure (RH)</b></li> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary <b>RH.9-10 .4</b></li> <li>• Describe how a text presents information (e.g., sequentially, comparatively, causally). <b>RH.9-10 .5</b></li> <li>• Identify aspects of a text that reveal an author’s point of view or purpose . <b>RH.9-10 .6</b></li> <li><b>Integration of Knowledge and Ideas (RH)</b></li> <li>• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <b>RH.9-10 .7</b></li> <li>• Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.9-10 .8</b></li> <li>• Analyze the relationship between a primary and secondary source on the same topic. <b>RH.9-10 .9</b></li> <li><b>Range of Reading (RH)</b></li> <li>• Read and comprehend history/social studies texts in the grades 6–8 text complexity band <b>RH.9-10 .10</b></li> <li><b>Writing</b></li> <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 style="text-align: center;"><b>UNIT 6</b></p> <p style="text-align: center;"><b>Cold War World and Beyond</b></p>	<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>• Distinguishing between the rule of law and the “rule of men.” <b>C&amp;G 1 (11-12)- 1d</b></li> <li>• Explaining how political authority is obtained and legitimized. <b>C&amp;G 1 (11-12)- 2b</b></li> <li>• Evaluating, taking, defending positions on a current issue regarding the judicial protection <b>C&amp;G 2 (11-12)- 1a</b></li> <li>• Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence, etc.</i> <b>C&amp;G 2 (11-12)- 2a</b></li> <li>• Analyzing the inherent challenges involved in balancing majority rule and minority rights. <b>C&amp;G 2 (11-12)- 2b</b></li> <li>• Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. <b>C&amp;G 2 (11-12)- 2c</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>• Describing the criteria used for admission to citizenship in the U.S. <b>C&amp;G 3 (11-12)- 1e</b></li> <li>• Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. <b>C&amp;G 3 (11-12)- 2c</b></li> <li>• Comparing and contrasting U.S. systems of government with others. <b>C&amp;G 4(9-10)- 1a</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>• Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. <b>C&amp;G 4(9-10)- 1d</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>• Engaging in and reflecting upon an electoral process in a class, school, or community. <b>C&amp;G 4(9-10)- 2c</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>• 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>• 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>• 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>• Identifying and linking key ideas and concepts and their enduring implications. <b>HP 2 (11-12)- 1b</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>• 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. <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>• 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>• 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>• 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 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>• 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> </ul>	

CURRICULUM MAP Grade 9-12  
North Smithfield School Department

UNIT	Social Studies GSEs/Standards
	<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>• Evaluating how humans interact with physical environments to form past and present communities. <b>G 2 (11-12)- 1a</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>• 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> </ul> <p><b>Reading</b></p> <p><b>Key Ideas and Details (RH)</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.9-10 .1</b></li> <li>• Determine the central ideas or information of a primary or secondary source. <b>RH.9-10 .2</b></li> <li>• Identify key steps in a text’s description of a process related to history/social studies <b>RH.9-10 .3</b></li> </ul> <p><b>Craft and Structure (RH)</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary <b>RH.9-10 .4</b></li> <li>• Describe how a text presents information (e.g., sequentially, comparatively, causally). <b>RH.9-10 .5</b></li> <li>• Identify aspects of a text that reveal an author’s point of view or purpose . <b>RH.9-10 .6</b></li> </ul> <p><b>Integration of Knowledge and Ideas (RH)</b></p> <ul style="list-style-type: none"> <li>• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <b>RH.9-10 .7</b></li> <li>• Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.9-10 .8</b></li> <li>• Analyze the relationship between a primary and secondary source on the same topic. <b>RH.9-10 .9</b></li> </ul> <p><b>Range of Reading (RH)</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend history/social studies texts in the grades 6–8 text complexity band <b>RH.9-10 .10</b></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>