

CURRICULUM MAP Grade 9
North Smithfield School Department

UNIT	Social Studies GSEs/Standards	
<p>UNIT 1 Foundations and Function of Government</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • <i>What is the purpose of government?</i> • <i>What is most important – protecting individual rights or promoting the common good?</i> • <i>Why did the Founding Fathers create a republican form of government?</i> 	<p>Civics and Government</p> <ul style="list-style-type: none"> • Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a • Comparing and contrasting different forms of government and their purpose. C&G 1 (11-12)- 1b • Critically examining the principles, traditions, and precedents of American constitutional government. C&G 2(9-10)- 1d • Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence</i>, etc. C&G 2 (11-12)- 2a • Discussing different historical understandings/ perspectives of democracy. C&G 2 (11-12)- 2d • Comparing and contrasting U.S. systems of government with others. C&G 4(9-10)- 1a • Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b • Identifying and analyzing the conflicts that exist between public and private life. C&G 4(9-10)- 3c • Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&G 5(9-10)- 1a <p>Historical Perspective</p> <ul style="list-style-type: none"> • Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c <p>Economics</p> <ul style="list-style-type: none"> • Differentiating between subsistence, traditional, mixed, command, and market economies. E 1 (11-12)- 3a <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source. • RH.9-10.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.9-10.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.9-10.6 Identify aspects of a text that reveal an author’s point of view or purpose. <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.9-10.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.9-10.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.9-10.9 Analyze the relationship between a primary and secondary source on the same topic. <p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.9-10.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Range of Writing (WHST) 	<p><u>HISTORICAL THINKING</u></p> <ul style="list-style-type: none"> • Chronological thinking • Historical comprehension • Historical analysis and interpretation, historical research capabilities
<p>UNIT 2 Participation in Government</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • <i>What is the role of the citizen in a republican government?</i> • <i>What is the impact of political parties on society?</i> • <i>How do personal beliefs shape political expectations?</i> • <i>Are interest groups beneficial to a democracy?</i> 	<p>Civics and Government</p> <ul style="list-style-type: none"> • Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a • Explaining how a political ideology is reflected in the form and structure of a government. C&G 1 (11-12)- 1c • Identifying how actions of a government affect relationships involving the individual, society, government. C&G 1 (9-10)-2 a • Explaining how political authority is obtained and legitimized. C&G 1 (11-12)- 2b • Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. C&G 2 (11-12)- 1c • Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&G 2 (11-12)- 2b • Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&G 2 (11-12)- 2c • Discussing different historical understandings/ perspectives of democracy. C&G 2 (11-12)- 2d • Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i>. C&G 3 (11-12)- 1a • Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. C&G 3 (11-12)- 1c • Analyzing the scope and limits of personal, cultural, economic, or political rights. C&G 3 (11-12)- 1d • Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. C&G 3 (11-12)- 2a • Accessing the political system. C&G 3 (11-12)- 2b • Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. C&G 3 (11-12)- 2d • Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. C&G 4(9-10)- 1b • Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1c • Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. C&G 4(9-10)- 1d • Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)- 1e • Using collaborative decision making/problem solving to consider multiple, etc. C&G 4(9-10)- 2a • Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. C&G 4(9-10)- 2b • Engaging in and reflecting upon an electoral process in a class, school, or community. C&G 4(9-10)- 2c • Critically reflecting on their own civic dispositions. C&G 4(9-10)- 3a • Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b • Identifying and analyzing the conflicts that exist between public and private life. C&G 4(9-10)- 3c • Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&G 5(9-10)- 1a • Organizing information to show relationships between and among various individuals, systems, and structures. C&G 5(9-10)- 1b • Describing the interconnected nature of a contemporary or historical issue. C&G 5(9-10)- 2a • Analyzing and evaluating a contemporary or historical issue. C&G 5(9-10)- 2b • Predicting outcomes and possible consequences of a conflict, event, or course of action. C&G 5(9-10)- 3a • Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10)- 3b • Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&G 5(9-10)- 3c <p>Historical Perspective</p> <ul style="list-style-type: none"> • Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c • Using technological tools in historical research. HP 1 (11-12)- 1d 	<ul style="list-style-type: none"> • Historical research capabilities • Historical issues – analysis and decision-making

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	<ul style="list-style-type: none"> • Analyzing/ evaluating how national/ world events have impacted RRI and how RI has impacted national and world events. HP2 (11-12)- 1c • Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. HP 3 (11-12)- 1b <p>Economics</p> <ul style="list-style-type: none"> • Applying the concept that choices involve trade-offs in real world situations or historical contexts. E 1 (11-12)- 1a • Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. E 3 (11-12)- 1a • Evaluating the government’s monetary and fiscal policies). E 3 (11-12)- 1b <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source. • RH.9-10.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.9-10.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.9-10.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.9-10.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.9-10.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.9-10.9 Analyze the relationship between a primary and secondary source on the same topic. <p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.9-10.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST)
<p style="text-align: center;">UNIT 3 Article 1</p> <p>Essential Questions <i>How did previous experiences with government impact the Founding Fathers?</i></p> <p><i>Does the organization of Congress help advance the principles of democracy?</i></p> <p><i>Would the Founding Fathers be happy with the powers of Congress today?</i></p> <p><i>Does the lawmaking process help or inhibit good government?</i></p> <p><i>What impact has landmark legislation had on America?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a • Explaining how a political ideology is reflected in the form and structure of a government. C&G 1 (11-12)- 1c • Identifying how actions of a government affect relationships involving the individual, society , government. C&G 1 (9-10)-2 a • Examining the historical origins of power and how that power has been exercised over time C&G 1 (11-12)- 2c • Analyzing the basic structures of government in the U.S. C&G 2 (11-12)- 1b • Critically examining the principles, traditions, and precedents of American constitutional government. C&G 2(9-10)- 1d • Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. C&G 3 (11-12)- 1c • Accessing the political system. C&G 3 (11-12)- 2b • Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1c • Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)- 1e • Using collaborative decision making/problem solving to consider multiple , etc. &G 4(9-10)- 2a • Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. C&G 4(9-10)- 2b • Engaging in and reflecting upon an electoral process in a class, school, or community. C&G 4(9-10)- 2c • Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b • Organizing information to show relationships between and among various individuals, systems, and structures. C&G 5(9-10)- 1b • Analyzing and evaluating a contemporary or historical issue. C&G 5(9-10)- 2b • Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10)- 3b <p>Historical Perspective</p> <ul style="list-style-type: none"> • Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b • Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c • Identifying and linking key ideas and concepts and their enduring implications. HP 2 (11-12)- 1b • Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b • Gathering evidence of circumstances and factors contributing to contemporary problem. HP 3 (11-12)- 1a • Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. HP 3 (11-12)- 1b • Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. HP 5 (11-12)- 3b <p>Economics</p> <ul style="list-style-type: none"> • Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E 1 (11-12)- 2a <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source. • RH.9-10.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.9-10.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.9-10.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.9-10.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.9-10.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.9-10.9 Analyze the relationship between a primary and secondary source on the same topic.

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	<p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.9-10.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST)
<p>UNIT 4 Article 2</p> <p>Essential Questions <i>What qualities make a great president?</i></p> <p><i>What is the pathway/strategy to the White House?</i></p> <p><i>Should the Electoral College be abolished?</i></p> <p><i>What is the appropriate level of power that should be delegated to the President?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a • Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)- 1e • Using collaborative decision making/problem solving to consider multiple , etc. &G 4(9-10)- 2a • Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. C&G 4(9-10)- 2b • Engaging in and reflecting upon an electoral process in a class, school, or community. C&G 4(9-10)- 2c • Analyzing and evaluating a contemporary or historical issue. C&G 5(9-10)- 2b <p>Historical Perspective</p> <ul style="list-style-type: none"> • Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c • Interpreting and constructing visual data in order to explain historical continuity and change HP 1 (11-12)- 2b • Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b • Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. HP 5 (11-12)- 3b <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source. • RH.9-10.3 Identify key steps in a text’s description of a process related to history/social studies • Craft and Structure (RH) • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.9-10.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.9-10.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.9-10.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.9-10.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.9-10.9 Analyze the relationship between a primary and secondary source on the same topic. <p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.9-10.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST)
<p>UNIT 5 Article 3</p> <p>Essential Questions <i>How should the Constitution be interpreted?</i></p> <p><i>How powerful is the U.S. Supreme Court?</i></p> <p><i>How does the Supreme Court reflect societal values? Should it reflect them or help to create them?</i></p> <p><i>Is the Supreme Court undemocratic?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a • Distinguishing between the rule of law and the “rule of men.” C&G 1 (11-12)- 1d • Evaluating, taking, defending positions on a current issue regarding the judicial protection C&G 2 (11-12)- 1a • Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence</i>, etc. C&G 2 (11-12)- 2a • Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&G 2 (11-12)- 2c • Discussing different historical understandings/ perspectives of democracy. C&G 2 (11-12)- 2d • Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i>. C&G 3 (11-12)- 1a • Comparing and contrasting human rights provided for in various seminal documents or materials. C&G 3 (11-12)- 1b • Analyzing the scope and limits of personal, cultural, economic, or political rights. C&G 3 (11-12)- 1d • Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. C&G 3 (11-12)- 2d <p>Historical Perspective</p> <ul style="list-style-type: none"> • Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b • Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c • 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 • Explaining origins of major historical events. HP 2 (11-12)- 1a • Identifying and linking key ideas and concepts and their enduring implications. HP 2 (11-12)- 1b • Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. HP 2 (11-12)- 3a • Analyzing how membership in particular cultural groups affected civic engagement. HP 5 (11-12)- 2a • Utilizing sources to identify different historical narratives and perspectives about the same events. HP 5 (11-12)- 3a <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source. • RH.9-10.3 Identify key steps in a text’s description of a process related to history/social studies • Craft and Structure (RH)

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	<ul style="list-style-type: none"> • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.9-10.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.9-10.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.9-10.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.9-10.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.9-10.9 Analyze the relationship between a primary and secondary source on the same topic. <p>Range of Reading (RH)</p> <ul style="list-style-type: none"> • RH.9-10.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band <p>Writing</p> <ul style="list-style-type: none"> • Text Types and Purposes: argument and informational (WHST) • Production and Distribution (WHST) • Research • Range of Writing (WHST)
<p>UNIT 6 Bill of Rights</p> <p>Essential Questions <i>What rights are essential for a free society?</i></p> <p><i>When is it acceptable for our government to limit our rights?</i></p> <p><i>How many rights should students have in school?</i></p> <p><i>Why is due process considered to be so essential to a democracy? How has our understanding of due process changed over time?</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> • Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a • Distinguishing between the rule of law and the “rule of men.” C&G 1 (11-12)- 1d • Identifying how actions of a government affect relationships involving the individual, society , government. C&G 1 (9-10)-2 a • Evaluating, taking, defending positions on a current issue regarding the judicial protection C&G 2 (11-12)- 1a • Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. C&G 2 (11-12)- 1c • Critically examining the principles, traditions, and precedents of American constitutional government. C&G 2(9-10)- 1d • Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence, etc.</i> C&G 2 (11-12)- 2a • Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&G 2 (11-12)- 2b • Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&G 2 (11-12)- 2c • Discussing different historical understandings/ perspectives of democracy. C&G 2 (11-12)- 2d • Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights.</i> C&G 3 (11-12)- 1a • Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. C&G 3 (11-12)- 1c • Analyzing the scope and limits of personal, cultural, economic, or political rights. C&G 3 (11-12)- 1d • Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. C&G 3 (11-12)- 2a • Participating in, reflecting on a decision-making experience as part of a group in your classroom, school, or community. C&G 3 (11-12)- 2e • Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)- 1e • Using collaborative decision making/problem solving to consider multiple , etc. &G 4(9-10)- 2a • Working individually or others to identify, propose, and carry out a community/civic engagement project/initiative. C&G 4(9-10)- 2b • Critically reflecting on their own civic dispositions. C&G 4(9-10)- 3a • Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b • Identifying and analyzing the conflicts that exist between public and private life. C&G 4(9-10)- 3c • Describing the interconnected nature of a contemporary or historical issue. C&G 5(9-10)- 2a • Analyzing and evaluating a contemporary or historical issue. C&G 5(9-10)- 2b • Predicting outcomes and possible consequences of a conflict, event, or course of action. C&G 5(9-10)- 3a • Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10)- 3b <p>Historical Perspective</p> <ul style="list-style-type: none"> • Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. HP 1 (11-12)- 1a • Analyzing/ evaluating how national/ world events have impacted RRI and how RI has impacted national and world events. HP2 (11-12)- 1c • Creating narratives based on a particular historical point of view. HP 2 (11-12)- 2a • Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b • Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. HP 3 (11-12)- 1b • Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. HP 3 (11-12)- 2a • Analyzing how an historical development. HP 3 (11-12)- 2b • Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)- 1c • Analyzing how membership in particular cultural groups affected civic engagement. HP 5 (11-12)- 2a • Utilizing sources to identify different historical narratives and perspectives about the same events. HP 5 (11-12)- 3a <p>Economics</p> <ul style="list-style-type: none"> • Applying the concept that choices involve trade-offs in real world situations or historical contexts. E 1 (11-12)- 1a • Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E 1 (11-12)- 2a <p>Reading</p> <p>Key Ideas and Details (RH)</p> <ul style="list-style-type: none"> • RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.9-10.2 Determine the central ideas or information of a primary or secondary source. • RH.9-10.3 Identify key steps in a text’s description of a process related to history/social studies <p>Craft and Structure (RH)</p> <ul style="list-style-type: none"> • RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.9-10.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.9-10.6 Identify aspects of a text that reveal an author’s point of view or purpose . <p>Integration of Knowledge and Ideas (RH)</p> <ul style="list-style-type: none"> • RH.9-10.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.9-10.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.9-10.9 Analyze the relationship between a primary and secondary source on the same topic.

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