SOCIAL STUDIES CURRICULUM

6-12

Spring 2014

North Kingstown School Department K-12 Social Studies Curriculum
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Acknowledgements:

This curriculum was collaboratively designed by members of the Social Studies Department in North Kingstown. Members of this task force worked together to ensure the district curriculum meets national standards and flows from sixth grade through twelfth in a logical sequence.

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What Is Social Studies?

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, 1992). *How do we ensure excellence in Social Studies?* In order to ensure that our students excel as students and citizens we must prepare them to:

* Be personally and socially aware
* Understand multiple perspectives
* Pursue life-long learning
* Develop critical thinking skills
* Develop a broad range of communication skills
* Assume responsibility for positive change and civic action
* Make decisions based on democratic principles
* Participate in the political, economic, and social process
* Acquire a sense of where they are historically

<u>Mission Statement of the North Kingstown Social Studies Department</u>

The focus of the Social Studies Department is to provide students with the skills and knowledge that are essential for effective citizenship in a democratic society that is part of an ever changing world.

North Kingstown Social Studies K-12 Sequence

Grade	Content Focus
Grade K	Myself and My Community Helpers
Grade 1	Understanding Families and Neighbors
Grade 2	Understanding My World
Grade 3	My Community and My State
Grade 4	Geographic Regions of the United States
Grade 5	Early North American History
Grade 6	Ancient Civilizations
Grade 7	Geography – The Eastern Hemisphere
Grade 8	Geography – The Western Hemisphere
Grade 9	Modern World History 1500 - Present
Grade 10	United States History I to 1877
Grade 11	United States History II 1877 to 1972 - OR - AP US History
Grade 11 or 12	Democracy
High School Electives	Economics / Law / Psychology / Advanced Psychology / History Through Film / Sociology / History of Rhode Island / Sociology / Current Issues / / AP Europe / AP Psychology

National Council for the Social Studies (NCSS)
Curriculum Standards for Social Studies

The ten themes that form the framework of the social studies standards are:

I. Culture
The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

II. Time, Continuity, and Change.
Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

III. People, Places, and Environments.
The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV. Individual Development and Identity.
Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

V. Individuals, Groups, and Institutions.
Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they
are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

VI. Power, authority, and Governance.
Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions
such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other
social sciences.

VII. Production, Distribution, and Consumption.
Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

VIII. Science, Technology, and Society.
Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

IX. Global Connections.
The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues
as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

X. Civic Ideals and Practices.
An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

The Eighteen National Geography Standards

The National Geography Standards were published in 1994 to guide geographic education in the United States. The eighteen standards shed light on what the geographically informed person should know and understand. The hope is that every student in America would become a geographically informed person through implementation of these standards in the classroom.

 The geographically informed person knows and understands...

The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.

2. How to use mental maps to organize information about people, places, and environments.

3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions

4. The physical and human characteristics of places.

5. That people create regions to interpret Earth's complexity.

6. How culture and experience influence people's perception of places and regions.

Physical Systems

7. The physical processes that shape the patterns of Earth's surface.

8. The characteristics and spatial distribution of ecosystems on Earth's surface.

Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface.

10. The characteristics, distributions, and complexity of Earth's cultural mosaics.

11. The patterns and networks of economic interdependence on Earth's surface.

12. The process, patterns, and functions of human settlement.

13. How forces of cooperation and conflict among people influence the division and control of Earth's surface.

Environment and Society

14. How human actions modify the physical environment.

15. How physical systems affect human systems.

16. The changes that occur in the meaning, use, distribution, and importance of resources.

The Uses of Geography

17. How to apply geography to interpret the past.

18. To apply geography to interpret the present and plan for the future.

Source: National Council for Geographic Education

North Kingstown School Department

Middle School Social Studies Curriculum

Middle School Resources

6th Grade

McGraw-Hill   Discovering Our Past: A History of the World: Early Ages 2014

Mini-Qs in World History Volume 1 by the DBQ Project (optional)

7th Grade

McGraw-Hill   Discover World Geography: Eastern Hemisphere 2014

Mini-Qs in World History Volume 3 by the DBQ Project (optional)

8th Grade

McGraw-Hill   Discovering Our Past: A History of the United States: Early Years 2014

Mini-Qs in American History Volume 1 & 2 by the DBQ Project (optional)

Prentice Hall World Studies: Foundations of Geography, Europe and Russia, and Latin America

Common Core History/Social Studies Standards Grades 6-8

ASSESSMENTS	COMMON CORE
Document Based Questions Assignment • Analysis of primary and secondary source documents	CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Essay
 	
    • Five Paragraph / Thesis Driven
 	
Document Based Questions Assignment
 	
    • Analysis of primary and secondary source documents
	CCSS.ELA-LITERACY.RH.6-8.2
	
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Notes **Formative Assessments** **Graphic Organizers** **Written Summaries**	CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Various Vocabulary Activities and Assessments	Craft and Structure: CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Introduction to the text **Read Around The Text (R.A.T.)**	CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Analysis of Maps **Create a City-State from Mesopotamia** **Creation of an artifact with Egyptian Research Report** **Project such as a Postcard Activity with an illustration on one side and analysis of a chosen topic on Ancient Greece on the other** **Project to deepen knowledge about the Middle Ages**	Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document Based Questions Assignment • Analysis of primary and secondary source documents	CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
Document Based Questions Assignment • Analysis of primary and secondary source documents	CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Notes
Chapter Tests and Quizzes
Pre-reading activities to assess prior knowledge and build background knowledge such as:
R.A.T. (Read Around the Text)
KWL (Know/What/Learn)
Anticipation Guides
Employ Active Reading Strategies- Such as:
    Questioning techniques
    Reviewing
    Think-Pair-Share
    FRAME graphic Organizer
    Semantic Map
	Range of Reading and Level of Text Complexity:
	CCSS.ELA-LITERACY.RH.6-8.10
	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Sixth Grade Curriculum

Geography, History, Economics, & Government

Essential Questions	Essential Knowledge/Understanding	Assessments	GRADE SPAN EXPECTATIONS
What is geography? What are the Five Themes of Geography? How does geography affect how people settle? How does geography influence the way people live?	**Government and Civics** Man develops systems, such as government that are important to society. Political systems are as old as history beginning with conflicts in early societies. **History** Events of the past create the world we live in. Knowing history can help us make decisions about the future.	Introduction to text and text structure Chapter quizzes Assessment of knowledge of primary and secondary sources using text evidence Notes	**GSEs for Civics & Government Strand** C&G 1 (5-6) –1 a & b Students demonstrate an understanding of origins, forms, and purposes of government **GSEs for Historical Perspectives** HP 1 (5-6) –1 a, b,c, & d Students *act as historians,* using a variety of tools HP 2 (5-6) – 2 a & b Students chronicle events and conditions HP 3 (5-6) –1 a & b Students demonstrate an understanding of how the past frames the present

Why is history important?		Classroom activities to include formative assessments	**GSEs for Geography Strand**
How do we learn about the past?	**Geography** Geography is a combination of physical and human systems.		G 1 (5-6) –1 a & b Students understand maps, globes, and other geographic tools and technologies
	Humans adapt to the environment and geologic changes.	Project-Create a Country- students work in groups to reinforce and assess the introduction of the concepts of government, history, geography, & economics	
What are the basic ideas of economics?	Geography influences agricultural development in many ways.		G 1 (5-6) –2 a & b Students interpret the characteristics and features of maps
Why do people trade?			**GSEs for Economics Strand**
	Economics Early civilizations developed a system of trade that built an early economic system.		E 1 (5-6) -1 a, b & c

Why do people form governments?		Employ Active Reading Strategies- Such as:
		
		    Questioning techniques
		
		    Reviewing
		
		     Think-Pair-Share
		
		    FRAME graphic Organizer
		
		     Semantic Maps
			Students demonstrate an understanding of basic economic concepts

Sixth Grade Curriculum Prehistoric Man			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
How do people adapt to their environment? What was life like during the Paleolithic Age? How did farming and domestication of animals change people's lives? What was life like during the Neolithic Age?	**Government and Civics** The development of communication allowed people to interact with each other. **History** The new technological advancement of humans, such as fire and farming, during this time period impacted their survival. **Geography** Geography affected human settlement.	Pre-reading activities to assess prior knowledge and build background knowledge such as: R.A.T. (Read Around the Text) KWL (Know/What/Learn) Anticipation Guides Employ Active Reading Strategies- Such as:	**GSEs for Civics & Government Strand** C&G 3 (5-6) –2 b & c Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities **GSEs for Historical Perspectives** HP 1 (5-6) –1 a & b Students *act as historians,* using a variety of tools HP 1 (5-6) –2 a Students interpret history as a series of connected events with multiple cause-effect relationships HP 2 (5-6) – 3 a Students show understanding of change over time

What characteristics did early civilizations share?		Questioning techniques Reviewing Think-Pair-Share FRAME graphic Organizer	HP 3 (5-6) – 1 b Students demonstrate an understanding of how the past frames the present
	Economics Prehistoric man developed a rudimentary system of trade.		HP 4 (5-6) –1 a & b Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations
		Semantic Maps Chapter quizzes	HP 4 (5-6) –2 a, b & c Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people
		Chapter test	**GSEs for Geography Strand** G 1 (5-6) –1a Students understand maps, globes, and other geographic tools and technologies
		Timelines	G 1 (5-6) –2a Students interpret the characteristics and features of maps
		Analysis of maps	G 2 (5-6) –1a & b Students understand the physical and human characteristics of places
		Notes	G 3 (5-6) –1 a

		Classroom activities to include formative assessments	Students understand why people do/do not migrate
			G 3 (5-6) –2 a Students understand the interrelationships of geography with resources
		Assessment of vocabulary	G 3 (5-6) –3 a Students understand how geography influences human settlement, cooperation or conflict
		Compare and Contrast assessment on the Paleolithic and Neolithic Age	G 4 (5-6) -1 a, b & c Students explain how humans depend on their environment
			GSEs for Economics Strand
			E 1 (5-6) –3 b
			Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance
			E 2 (5-6) – 1 a Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services
			E 2 (5-6) – 2 a

			Students analyze how Innovations and technology affects the exchange of goods and services

Sixth Grade Curriculum

Ancient Civilizations: Mesopotamia

Essential Questions	Essential Knowledge/Understanding	Assessments	GRADE SPAN EXPECTATIONS
How does geography influence the way people live? Why does conflict develop? How do ideas and inventions of one civilization influence another?	**Government and Civics** The first civilization developed the concept of a city organization and government. Mesopotamia created the first legal system and empires. **History**	Pre-reading activities to assess prior knowledge and build background knowledge such as: R.A.T. (Read Around the Text) KWL (Know/What/Learn) Anticipation Guides	**GSEs for Civics & Government Strand** C&G 1 (5-6) –1 a & c Students demonstrate an understanding of origins, forms, and purposes of government C&G 1 (5-6) –2 a & b Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed C&G 4 (5-6) –1 a Students demonstrate an understanding of political systems and political processes C&G 5 (5-6)– 1 a & b

How did religion develop?	The Mesopotamian people played a significant role in the development of the first civilization and religion.
	
	The development of writing allowed people to interact with each other.
		Employ Active Reading Strategies- Such as:
		
		   Questioning techniques
		
		   Reviewing
		
		   Think-Pair-Share
			Students demonstrate an understanding of the many ways Earth's people are interconnected
			
			GSEs for Historical Perspectives
			HP 1 (5-6) –1 a & c
			Students *act as historians,* using a variety of tools

What was the impact of writing on future civilizations?	**Geography** Geography affected human settlement. Timelines help to put historical development into an understandable sequence	FRAME graphic Organizer Semantic Maps Chapter quizzes	HP 1 (5-6) –2 a Students interpret history as a series of connected events with multiple cause-effect relationships HP 2 (5-6) – 2 a & b Students chronicle events and conditions HP 2 (5-6) – 3 a Students show understanding of change over time
How do their contributions impact us today?	Maps and charts are a way to organize data.	Chapter test	HP 3 (5-6) – 1 b Students demonstrate an understanding of how the past frames the present
	Economics The people of Mesopotamia learned how surpluses of goods supported trade. Specialization started the development of occupations.	Timelines Analysis of maps	HP 4 (5-6) –1 a & b Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations HP 4 (5-6) –2 a, b, & c Students demonstrate an understanding that innovations, inventions, change, and

			Notes	expansion cause increased interaction among people
			Classroom activities to include formative assessments	**GSEs for Geography Strand** G 1 (5-6) –1 a & b Students understand maps, globes, and other geographic tools and technologies
			Assessment of vocabulary	G 1 (5-6) –2 a & b Students interpret the characteristics and features of maps characteristics of places
			Project to assess understanding of the development and function of the city-state	G 2 (5-6) –1 a & b Students understand the physical and human G 2 (5-6) –3 a & b Students understand different perspectives that individuals/ groups have
			Respond to a Document Based Question on Hammurabi using analysis of primary and secondary sources including text evidence in the students' response or Debate the Ethics of Hammurabi's Code or Write an argument about the fairness or cruelty of his code	G 2 (5-6) –4 a & b Students understand how geography contributes to how regions are defined / identified G 3 (5-6) –2 a Students understand the interrelationships of geography with resources G 3 (5-6) –3a Students understand how geography influences human settlement, cooperation or conflict G 4 (5-6) -1 b & c

			Students explain how humans depend on their environment
			GSEs for Economics Strand E 1 (5-6) –2 a & b Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices E 1 (5-6) –3 a, & b Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance E 2 (5-6) – 1a & b Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services E 2 (5-6) – 2 a & b Students analyze how Innovations and technology affects the exchange of goods and services E 3 (5-6) – 1 a

			Students demonstrate an understanding of the interdependence created by economic decisions
			E 3 (5-6) – 2 b
			Students demonstrate an understanding of the role of government in a global economy

Sixth Grade Curriculum

Ancient Civilizations: Egypt

Essential Questions	Essential Knowledge/Understanding	Assessments	GRADE SPAN EXPECTATIONS
Why is history important? How does geography influence the way people live? What makes a culture unique?	**Government and Civics** Man develops systems, such as government that are important to society. The characteristics and importance of the pharaoh and the Dynasty system. **History**	Pre-reading activities to assess prior knowledge and build background knowledge such as: R.A.T. (Read Around the Text) KWL (Know/What/Learn) Anticipation Guides	**GSEs for Civics & Government Strand** C&G 1 (5-6) –1a Students demonstrate an understanding of origins, forms, and purposes of government C&G 1 (5-6) –2b Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed C&G 4 (5-6) –1a Students demonstrate an understanding of political systems and political processes

What is a civilization?	How did the uniting of Egypt help it reach the height of its power.	Employ Active Reading Strategies- Such as:	C&G 5 (5-6)– 1 a & b Students demonstrate an understanding of the many ways Earth's people are interconnected
Why do civilizations rise and fall?	The belief in the afterlife greatly influenced Egyptian Life.	Questioning techniques Reviewing	C&G 5 (5-6)– 2 a & b Students demonstrate an understanding of the benefits and challenges of an interconnected world
How do their contributions impact us today?	The Egyptians created their own writing system.	Think-Pair-Share FRAME graphic Organizer	**GSEs for Historical Perspectives** HP 1 (5-6) –1a, b, c, & d Students *act as historians,* using a variety of tools
	Geography Civilizations are shaped by the physical environment around them.	Semantic Maps Chapter quizzes	HP 1 (5-6) –2a Students interpret history as a series of connected events with multiple cause-effect relationships HP 2 (5-6) – 2a & b
	The importance of the location of Egypt.	Chapter test	Students chronicle events and conditions HP 2 (5-6) – 3a Students show understanding of change over time
	The Nile River/Fertile Crescent played a significant role in the development of this civilization. **Economics**	Research paper on a specific topic connected to Ancient Egypt- 5 paragraph, thesis driven, taught in class	HP 3 (5-6) – 1a & b Students demonstrate an understanding of how the past frames the present HP 4 (5-6) –1a & b

| | Early civilizations developed a system of trade that built an early economic system. | Notes

Classroom activities to include formative assessments

Timeline

Assessment of vocabulary

Analysis of maps | Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilization

HP 4 (5-6) –2a & c
Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people

GSEs for Geography Strand
G 1 (5-6) –1a
Students understand maps, globes, and other geographic tools and technologies

G 1 (5-6) –2a & b
Students interpret the characteristics and features of maps

G 2 (5-6) –1a & b
Students understand the physical and human characteristics of places

G 2 (5-6) –2a & b
Students distinguish between regions and places

G 2 (5-6) –3 a
Students understand different perspectives that individuals/ groups have

G 2 (5-6) –4 a & b |

			Students understand how geography contributes to how regions are defined / identified G 3 (5-6) –2 a Students understand the interrelationships of geography with resources G 3 (5-6) –3a Students understand how geography influences human settlement, cooperation or conflict G 4 (5-6) -1a, b & c Students explain how humans depend on their environment G 4 (5-6) –3a Students explain how human actions modify the physical environment **GSEs for Economics Strand** E 1 (5-6) –2c Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices

			E 1 (5-6) –3a Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance E 2 (5-6) – 1a &b Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services E 2 (5-6) – 2a & b Students analyze how Innovations and technology affects the exchange of goods and services E 3 (5-6) – 1a Students demonstrate an understanding of the interdependence created by economic decisions E 3 (5-6) – 2a Students demonstrate an understanding of the role of government in a global economy

Sixth Grade Curriculum

Ancient Civilizations Greece

Essential Questions	Essential Knowledge/Understanding	Assessments	GRADE SPAN EXPECTATIONS

How does geography influence the way people live?
 	
Why do people form governments?
 	
Why does conflict develop?
 	
How do governments change?
	Government and Civics
	
	Understand the characteristics of tyranny, oligarchy, and democracy.
	
	Identify the similarities and differences between Ancient Greek Citizens and United States citizens.
	
	History
	
	Countries have relationships with each other.
	
	The importance of the Minoan and Mycenaean civilizations in the creation of the Greek culture.
		Pre-reading activities to assess prior knowledge and build background knowledge such as:
		
		R.A.T. (Read Around the Text)
		
		KWL (Know/What/Learn)
		
		Anticipation Guides
		
		Employ Active Reading Strategies- Such as:
		
		   Questioning techniques
		
		   Reviewing
			GSEs for Civics & Government Strand
			C&G 1 (5-6) –1a, b & c
			Students demonstrate an understanding of origins, forms, and purposes of government
			
			C&G 1 (5-6) –2a & b
			Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed
			
			C&G 2 (5-6) –2 a & c
			Students demonstrate an understanding of the democratic values and principles underlying the U.S. government
			
			C&G 3 (5-6) –1a, b, c & d
			Students demonstrate an understanding of citizens' rights and responsibilities
			
			C&G 4 (5-6) –1a & c
			Students demonstrate an understanding of political systems and political processes

How did the Greek city-states create the idea of citizenship?	Greek culture spread to other parts of the world.	Think-Pair-Share	C&G 5 (5-6)– 1 a
		FRAME graphic Organizer	Students demonstrate an understanding of the many ways Earth's people are interconnected
		Semantic Maps	**GSEs for Historical Perspectives**
How did rulers influence government and culture in ancient Greece?	Sparta became a military society.		HP 1 (5-6) –1a, b, c & d Students *act as historians,* using a variety of tools
		Chapter quizzes	
	Athens was a unique city-state.		HP 1 (5-6) –2a Students interpret history as a series of connected events with multiple cause-effect relationships
What makes a culture unique?		Chapter test	
	The relationship between the Persians and the Greeks.	Notes	HP 2 (5-6) – 2a & b Students chronicle events and conditions
How do their contributions impact us today?			HP 2 (5-6) – 3a Students show understanding of change over time
	The effect of the Peloponnesian War on the Greek city-states.	Classroom activities to include formative assessments	HP 3 (5-6) – 1a & b Students demonstrate an understanding of how the past frames the present
	How the Greeks honored their gods and goddesses.	Timeline	HP 3 (5-6) – 2a, b & c Students make personal connections in an historical context
	Leaders can bring about change in society.	Project such as a Postcard Activity with an illustration on one side	HP 4 (5-6) –1a & b Students demonstrate an understanding that geographic factors and shared past events

	The development of Greek Philosophy.	and analysis of a chosen topic on Ancient Greece on the other	affect human interactions and changes in civilizations

HP 4 (5-6) –2a, b & c
Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people |
| | The effects of the leadership of Alexander the Great. | Assessment of vocabulary | |
| | The creation and importance of a Hellenistic Society. | Analysis of maps | HP 5 (5-6) – 3a
Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences

HP 5 (5-6) – 2a, b & c

Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment |
| | What ideas did the Greeks express in their art and architecture? | | |
| | The effects of the Persian Wars and Peloponnesian War on Greece. | | **GSEs for Geography Strand**

G 1 (5-6) –1a
Students understand maps, globes, and other geographic tools and technologies |
| | **Geography**

The impact the geography of Greece had on the Greeks, where they lived, their occupations, and their interactions with others. | | G 1 (5-6) –2a & b
Students interpret the characteristics and features of maps |

	Economics The Greeks developed important trade routes in the Mediterranean region. The importance of the Delian League.		G 2 (5-6) –1a & b Students understand the physical and human characteristics of places G 2 (5-6) –2 a & b Students distinguish between regions and places G 2 (5-6) –3 a & b Students understand different perspectives that individuals/ groups have G 2 (5-6) –4 a & b Students understand how geography contributes to how regions are defined / identified G 3 (5-6) –2a Students understand the interrelationships of geography with resources G 3 (5-6) –3a Students understand how geography influences human settlement, cooperation or conflict G 4 (5-6) -1a, b, & c Students explain how humans depend on their environment G 4 (5-6) –3a Students explain how human actions modify the physical environment

			GSEs for Economics Strand
			E 1 (5-6) –2a & b Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices
			E 1 (5-6) –3a & b Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance
			E 2 (5-6) – 1a & b Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services
			E 2 (5-6) – 2a & b Students analyze how Innovations and technology affects the exchange of goods and services
			E 3 (5-6) – 1a Students demonstrate an understanding of the interdependence created by economic decisions
			E 3 (5-6) – 2a & b Students demonstrate an understanding of the role of government in a global economy

Sixth Grade Curriculum

Ancient Civilizations: Rome

Essential Questions	Essential Knowledge/Understanding	Assessments	GRADE SPAN EXPECTATIONS
How does geography influence the way people live? How do governments change? Why does conflict develop? Why do civilizations rise and fall?	**Government and Civics** Rome became a great power. Rome's ideas about government and law would greatly influence the United States centuries later. The conflict between the classes would change Rome's government. The checks and balances system behind the Roman Republic. The rise of Julius Caesar in Rome.	Pre-reading activities to assess prior knowledge and build background knowledge such as: R.A.T. (Read Around the Text) KWL (Know/What/Learn) Anticipation Guides Employ Active Reading Strategies-Such as: Questioning techniques	**GSEs for Civics & Government Strand** C&G 1 (5-6) –1a, b & c Students demonstrate an understanding of origins, forms, and purposes of government C&G 1 (5-6) –2a & b Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed C&G 2 (5-6) –2 a & c Students demonstrate an understanding of the democratic values and principles underlying the U.S. government C&G 3 (5-6) –1a, b, c & d Students demonstrate an understanding of citizens' rights and responsibilities C&G 4 (5-6) –1a & c Students demonstrate an understanding of political systems and political processes

| What makes a culture unique?

How do their contributions impact us today? | How Rome become an empire.

The role of citizenship in Rome and who could be a citizen.

History

The Etruscans and Greeks had a strong influence on Roman culture.

Rome would conquer the Mediterranean region.

The reasons behind the end of the Roman Republic.

The reasons for the Fall of the Roman Empire. | Reviewing

Think-Pair-Share

FRAME graphic Organizer

Semantic Maps

Chapter quizzes

Chapter test

Notes

Classroom activities to include formative assessments

Timeline | C&G 5 (5-6)– 1 a
Students demonstrate an understanding of the many ways Earth's people are interconnected

GSEs for Historical Perspectives

HP 1 (5-6) –1a, b, c & d
Students *act as historians,* using a variety of tools

HP 1 (5-6) –2a
Students interpret history as a series of connected events with multiple cause-effect relationships

HP 2 (5-6) – 2a & b
Students chronicle events and conditions

HP 2 (5-6) – 3a
Students show understanding of change over time

HP 3 (5-6) – 1a & b
Students demonstrate an understanding of how the past frames the present

HP 3 (5-6) – 2a, b & c
Students make personal connections in an historical context

HP 4 (5-6) –1a & b |

	The achievements and contributions of the Romans influenced the world for centuries.	Document Based Question (DBQ) Comparing citizenship in Athens to Rome – Who had the better system? - Or - Did people benefit from Roman Rule?	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations
	Geography Rome's location gave it easy access to the Mediterranean Sea and enabled it to grow and influence the world.	Students will respond after analyzing primary and secondary documents utilizing text evidence in their response.	HP 4 (5-6) –2a, b & c Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people HP 5 (5-6) – 3a Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences
	Economics How the Roman Empire became rich and prosperous.		HP 5 (5-6) – 2a, b & c Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment
		Assessment of vocabulary	**GSEs for Geography Strand**
		Analysis of maps	G 1 (5-6) –1a Students understand maps, globes, and other geographic tools and technologies G 1 (5-6) –2a & b Students interpret the characteristics and features of maps G 2 (5-6) –1a & b

			Students understand the physical and human characteristics of places
			G 2 (5-6) –2 a & b Students distinguish between regions and places
			G 2 (5-6) –3 a & b Students understand different perspectives that individuals/ groups have
			G 2 (5-6) –4 a & b Students understand how geography contributes to how regions are defined / identified
			G 3 (5-6) –2a Students understand the interrelationships of geography with resources
			G 3 (5-6) –3a Students understand how geography influences human settlement, cooperation or conflict
			G 4 (5-6) -1a, b, & c Students explain how humans depend on their environment
			G 4 (5-6) –3a Students explain how human actions modify the physical environment
			GSEs for Economics Strand

			E 1 (5-6) –2a & b Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices
			E 1 (5-6) –3a & b Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance
			E 2 (5-6) – 1a & b Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services
			E 2 (5-6) – 2a & b Students analyze how Innovations and technology affects the exchange of goods and services
			E 3 (5-6) – 1a Students demonstrate an understanding of the interdependence created by economic decisions
			E 3 (5-6) – 2a & b Students demonstrate an understanding of the role of government in a global economy

Sixth Grade Curriculum

Middle Ages

Essential Questions	Essential Knowledge/Understanding	Assessments	GRADE SPAN EXPECTATIONS

What determines a persons' place in society?
 	
What are the characteristics that define a culture?
 	
How do governments change?
 	
How did geography shape life in Europe after the fall of Rome?
	Government and Civics
	
	The organization of society, feudalism, affected nearly every aspect of people's lives.
	
	History
	
	The Middle Ages saw the collapse of the Roman Empire and the return of cities and towns
	
	Geography
	
	The growth of countries bordering the Atlantic Ocean in Europe.
	
	Economics
		Pre-reading activities to assess prior knowledge and build background knowledge such as:
		
		R.A.T. (Read Around the Text)
		
		KWL (Know/What/Learn)
		
		Anticipation Guides
		
		Employ Active Reading Strategies- Such as:
		
		   Questioning techniques
		
		   Reviewing
		
		   Think-Pair-Share
			GSEs for Civics & Government Strand
			C&G 1 (5-6) –1a
			Students demonstrate an understanding of origins, forms, and purposes of government
			
			C&G 1 (5-6) –2a
			Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed
			
			C&G 5 (5-6)– 1 a
			Students demonstrate an understanding of the many ways Earth's people are interconnected
			
			GSEs for Historical Perspectives
			
			HP 1 (5-6) –1a & c
			Students *act as historians,* using a variety of tools

| | Civilizations of the Middle Ages developed new economic systems with feudalism.

How did most Europeans live and work during the Middle Ages? | FRAME graphic Organizer

Semantic Maps

Chapter quizzes

Notes

Classroom activities to include formative assessments

Timeline

Project to deepen knowledge about the Middle Ages

Assessment of vocabulary | HP 1 (5-6) –2a
Students interpret history as a series of connected events with multiple cause-effect relationships

HP 2 (5-6) – 2a & b
Students chronicle events and conditions

HP 2 (5-6) – 3a
Students show understanding of change over time

HP 3 (5-6) – 1b
Students demonstrate an understanding of how the past frames the present

HP 3 (5-6) – 2a, b & c
Students make personal connections in an historical context

HP 4 (5-6) –2a & c
Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people |

		Analysis of maps	**GSEs for Geography Strand** G 1 (5-6) –1a Students understand maps, globes, and other geographic tools and technologies G 1 (5-6) –2a Students interpret the characteristics and features of maps G 2 (5-6) –1a Students understand the physical and human characteristics of places G 2 (5-6) –3 a Students understand different perspectives that individuals/ groups have G 3 (5-6) –3a Students understand how geography influences human settlement, cooperation or conflict **GSEs for Economics Strand** E 1 (5-6) –2a & b Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices

			E 2 (5-6) – 2a Students analyze how Innovations and technology affects the exchange of goods and services E 3 (5-6) – 1a Students demonstrate an understanding of the interdependence created by economic decisions E 3 (5-6) – 2b Students demonstrate an understanding of the role of government in a global economy

Seventh Grade Social Studies Curriculum – Geography Through focus on the Eastern Hemisphere, students will investigate the five themes of geography. Instruction is aligned to national geography standards.

Seventh Grade Curriculum **Foundations of Geography**			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
What are the major geographic features and patterns of the environment on the Earth's surface? How do maps explain the physical and political characteristics of a region? Why are maps an important resource to geographers? What are the different types of projections used to study a region?	The student will be able to/understand: • Discern different types of information from different types of maps and globes. • Compare and contrast information from different types of maps and globes. • Use and produce maps containing the four basic map components: scale, key, compass, and title. • Maps and globes present different types of information about the Earth's surface including location, physical environment, economic activities, and regions. • There are three types of maps: political, physical, and special purpose.	• Map quizzes and Tests • Projects involving the use or completion of maps • Hands-on projects to allow students to become familiar with the evolution of earth's surface over time	**Geography Strand** G 1 (7-8) –1 a Students understand maps, globes, and other geographic tools and technologies by… G 1 (7-8)–2 a Students interpret the characteristics and features of maps by… G 2 (7-8) –1 a, b Students understand the physical and human characteristics of places by… G 2 (7-8) –2 a Students distinguish between regions and places by… G 3 (7-8) –1 Students understand why people do/do not migrate by… G 3 (7-8) –2 a

How are a projection and a globe similar/different? How do the five themes of geography and the six essential elements help geographers to organize information?	• There are multiple types of map projections: great circle, global gores, Mercator, and Equal Area Projection. • Time zones; latitude and longitude; absolute and relative location help to define the regions of the Earth. • What are the major geographic features and patterns of the environment on the Earth's surface? The five themes of geography and six essential elements organize information by location, place, region, movement and human/environment interaction.	• Unit Quizzes and Tests • Presentations • Read Around The Text (R.A.T.) • Common Summative Assessments • Various Document Based Questions	Students understand the interrelationships of geography with resources by… G 4 (7-8)-2 Students explain how humans react or adapt to an ever-changing physical environment by… G 4 (7-8) –3 a Students explain how human actions modify the physical environment by… **Civics and Government** C&G 5 (7-8) – 1 Students demonstrate an understanding of the many ways Earth's people are interconnected by… **Historical Perspective** HP 5 (7-8) –1 a, b Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…

Seventh Grade Social Studies Curriculum – Geography Through focus on the Eastern Hemisphere, students will investigate the five themes of geography. Instruction is aligned to national geography standards.

Seventh Grade Curriculum Eastern Hemisphere: Asia			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
Physical Systems: What causes patterns of human settlement? • What forces of cooperation and conflict shape divisions of Earth's surfaces? • What is culture: • How does culture develop, change, and expand? How does culture influence the settling and developing of a region? • How do physical systems affect human systems? • How do humans modify the physical environment? • What is the importance of natural resources to a society?	• Throughout history countries have been formed and destroyed • World cultures develop, change, and expand over time • Countries are often involved in conflicts involving other countries • Population density, as well as location (urban or rural) affect exploration, colonization, and migration • The physical environment has a direct relation on birth and death rates Government makes, enforces and judges laws. • Government allows different levels of power in different nations.	Utilization of maps to relay information such as physical characteristics, political divisions, population density/distribution, etc. Notes Classroom activities to include formative assessments Projects Read Around The Text (R.A.T.) will be used to introduce the text Reading Strategies such as: Think-Pair-Share Questioning Techniques Utilizing Graphic Organizers	**Geography** G 2 (7-8) –1 a Students understand the physical and human characteristics of places by… G 2 (7-8) –3 a Students understand different perspectives that individuals/ groups have by… G 3 (7-8) –3 Students understand how geography influences human settlement, cooperation or conflict by… G 3 (7-8) –1 a Students understand why people do/do not migrate by… **Civics and Government** C&G 1 (7-8)–2 a, b, c Students demonstrate an understanding of sources of authority

• What natural and man-made disasters impact on Human Systems? **Religious/Political Systems:** • What is religion? • How does religion affect culture? What are the basic types of government in the non-Western world? • What are the levels of government? • What are some basic causes of human conflict? • What are causes of revolution? • How are government, power, and society related? • What determines your class (caste) in society? • How do current events and international organizations impact political systems? **Economic Systems:** What are the different types of economies in the world? • What are the levels of economic development in the Eastern hemisphere?	• There are three basic types of government: authoritarian, monarchy, and democracy. Capitalism, communism, socialism are types of economic systems. • Different economic activities develop in different places based on human-environment interaction. • There are primary and secondary economies around the world. • Trade connects countries around the world. • There are three levels of economic activity. • Countries can be categorized as "developing" or "developed".	Various Document Based Questions (DBQ) *i.e. China's One Child Policy* Presentations Chapter quizzes Unit Test Common Summative Assessments	and use of power, and how they are/can be changed by… C&G 3 (7-8) –1 a Students demonstrate an understanding of citizens' rights and responsibilities by… **Economics** E 1 (7-8) –1 a. b. Students demonstrate an understanding of basic economic concepts-by… E 1 (7-8) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by… **Historical Perspective** HP 3 (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by… HP 4 (7-8) –1 a, b Students demonstrate an understanding that geographic factors and shared past events affect human

• How do world trade and economic development affect the Middle East, Africa, and Asia? • How do natural and man-made disasters impact			interactions and changes in civilizations by… HP 5 (7-8) – 2 a , b Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…

Seventh Grade Social Studies Curriculum – Geography Through focus on the Eastern Hemisphere, students will investigate the five themes of geography. Instruction is aligned to national geography standards.

Seventh Grade Curriculum Eastern Hemisphere: Africa			
Essential Questions	Essential Understanding/Knowledge	Assessments	Grade Span Expectations
Physical Systems How does the continent of Africa compare to the rest of the world when measured through the five themes of geography and the six essential elements? How does the geography of Africa influence the settlement of a region? **Political/Economic Systems**	Africa is a continent that consists of diverse climates and a wide range of physical features. Countries of Africa can be categorized as developing of developed. Human rights groups have made great efforts to help improve the lives of individuals of developing countries.	Utilization of maps to relay information such as physical characteristics, political divisions, population density/distribution, etc. Quizzes and Tests Country Project Presentations Various Document Based Questions Reading Strategies such as:	**Geography:** G2 -4: a How geography contributes to how regions are defined/identified … G4 -1: a Explain how humans depend on their environment… **Economics:** E 1 (7-8) –3 b, c Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by… E 1 (7-8) –2 Students demonstrate an

What is the difference between a developing and developed nation? What role do human rights groups, such as UNICEF, play in a developing country?		Think-Pair-Share Questioning Techniques Utilizing Graphic Organizers	understanding that scarcity and abundance causes individuals to make economic choices by… E 2 (7-8) – 2 b Students analyze how Innovations and technology affects the exchange of goods and services by… **Civics and Government** C&G 3 (7-8) –2 Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by… C&G 4 (7-8) –1 c Students demonstrate an understanding of political systems and political processes by… C&G 5 (7-8) -3 b Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by… **Historical Perspectives:** HP 4 (7-8) –1 a, b Students demonstrate an understanding that geographic factors and shared past events affect human

			interactions and changes in civilizations by…

Grade 8 Curriculum: Western Hemisphere Geography

Eight Grade Curriculum Foundations of Geography			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
Review at the beginning of the Year: • What are the five themes of geography? • How do people shape their environment? • What forces shape the earth? • How does climate affect vegetation? • How does climate and weather affect North America, South America, and Europe?	• Geography includes physical as well as human systems • Climate is the long term condition of day to day atmosphere/ weather • The five themes of geography help to inform our understanding of the world. • There are renewable and non-renewable resources which may have specific geographic locations. • Population and density, as well as location (urban and rural) affect exploration, colonization and migration. • Demographics, such as birth and death have a direct effect on the physical environment.	Chapter Tests Quizzes Document Analysis	**Geography Strand** G 1 (7-8) –1 a Students understand maps, globes, and other geographic tools and technologies by… G 1 (7-8)–2 a Students interpret the characteristics and features of maps by… G 2 (7-8) –1 a, b Students understand the physical and human characteristics of places by… G 2 (7-8) –2 a Students distinguish between regions and places by… G 2 (7-8) –4 b Students understand how geography contributes to how regions are defined / identified by… G 3 (7-8) –1a Students understand why people do/do not migrate by… G 3 (7-8) –2 a

• What are the current issues which affect physical systems? • How does the world use land, water, and natural resources? • What effects does human population have on the world? • How do human modify the physical environment? • How are natural resources important to a society? •			Students understand the interrelationships of geography with resources by… G 3 (7-8) –3a Students understand how geography influences human settlement, cooperation or conflict by… G 4 (7-8)-2 Students explain how humans react or adapt to an ever-changing physical environment by… G 4 (7-8) –3 a Students explain how human actions modify the physical environment by… **Civics and Government** C&G 5 (7-8) – 1a Students demonstrate an understanding of the many ways Earth's people are interconnected by… C&G 5 (7-8) -3a Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by…

			Economics E 1 (7-8) –1a **S**tudents demonstrate an understanding of basic economic concepts by… E 1 (7-8) –2 a, b Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by… E 2 (7-8) –1 a, b, c Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by…

	Eight Grade Curriculum Early Migration in North and South America		
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
• How have exploration, colonization, and migration affected the world? • What are the characteristics that make up a culture? • How do civilizations rise and fall? • What makes a culture unique? • How do new ideas change the way people live? • What are the consequences when cultures interact?	• Life in the colonies reflected the geographic features of the settlement. • Cultures are held together by shared beliefs and common practices and values. • The movement of people, goods, and ideas cause societies to change over time. • Elimination of native cultures in North and South America resulted in European conquest. • Cultural regions affect the way Natives lived and survived.	Chapter Tests Quizzes Native American Research Project Document Analysis	**Civics and Government:** C&G 5 (7-8) – 1a, b Students demonstrate an understanding of the many ways Earth's people are interconnected by… C&G 5 (7-8)-2 a, b Students demonstrate an understanding of the benefits and challenges of an interconnected world by… C&G 5 (7-8) -3 a, b Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by… **Historical Perspective:** HP 1 (7-8) –1 a, b, c Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by… HP 1 (7-8) –2 a, b Students interpret history as a series of connected events with multiple cause-

			effect relationships by…
			HP 2 (7-8) – 2 a, b
			Students chronicle events and conditions by…
			HP 3 (7-8) –1 b
			Students demonstrate an understanding of how the past frames the present by…
			HP 3 (7-8) –2 a, b, c
			Students demonstrate an understanding of how the past frames the present by…
			HP 4 (7-8) –1 a, b
			Students demonstrate an understanding that geographic factors and shared past events affect human interactions and change by…
			HP 5 (7-8) –1 a, b
			Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…
			HP 5 (7-8) – 2 a, b, c
			Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…
			Geography:
			G 1 (7-8) –1 a, b, c
			Students understand maps, globes, and other geographic tools and technologies by…
			G 1 (7-8)–2 a
			Students interpret the characteristics and

			features of maps by…
			G 2 (7-8) –1 a, b
			Students understand the physical and human characteristics of places by…
			G 2 (7-8) –2 a
			Students distinguish between regions and places by…
			G 2 (7-8) –4 b
			Students understand how geography contributes to how regions are defined / identified by…
			G 3 (7-8) –2 a
			Students understand the interrelationships of geography with resources by…
			G 3 (7-8) –3 a
			Students understand how geography influences human settlement, cooperation or conflict by…
			G 4 (7-8)-1 a
			Students explain how humans depend on their environment by…
			G 4 (7-8)-2 a
			Students explain how humans react or adapt to an ever-changing physical environment by…
			Economics:
			E 3 (7-8) –1 a
			Students demonstrate an understanding of the interdependence created by economic decisions by…

Eight Grade Curriculum Colonization in North America			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
• How does geography influence he way people live? • How did England impose its political and economic control over the colonies? • What steps did England take to increase control over its colonies? • How do new ideas change the way people live? • How does conflict develop? • Why does conflict develop? • What motivates people to act?	• The colonies were made up of different groups of people whose lives varied depending on their positions. • People, places and ideas change over time. • Conflict can lead to change. • Governments are formed to establish and maintain order within a society. • As England expanded control over the American colonies, many colonists became dissatisfied and rebelled. • Revolution and colonization have resulted in the formation and destruction of societies and countries. • The basic origins and functions of government and why it is necessary.	Chapter Tests Quizzes Document Analysis Essay- Motivations of Colonization	**Civics and Government:** C&G 1 (7-8) –1 a, b, c, d Students demonstrate an understanding of origins, forms, and purposes of government by… C&G 1 (7-8)–2 c Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by… C&G 2 (7-8) –1 a, b, c Students demonstrate an understanding of United States government (local, state, national) by… C&G 2 (7-8) –2 a, b, c Students demonstrate an understanding of the democratic

• Why do people form government? • Is government necessary? • What are the differences and similarities among various forms of government? • What is rule of law and how did it develop? • What are authority and power, how are they alike and different? • How doe new ideas change the way people live? • How is the United States Constitution a living document? • What are the connections between the branches in the legislative process? • How do governments change over time?	• Government makes, enforces, and judges laws • Government allows different levels of power in different nations • Leaders are elected through an election process, which has impacted society. • Power is divided and shared among the levels of government. • The United States government has a system of checks and balances and separation of powers. • The rights and responsibilities people have as citizens of the United States. • How the United States political system works. • The Constitution of the United States of America established a federal system of government based on power shared between governments.		values and principles underlying the U.S. government by… C&G 3 (7-8) –1 b Students demonstrate an understanding of citizens' rights and responsibilities by… C&G 3 (7-8) –2 a, b Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by… C&G 4 (7-8) –1 a, b, c, d Students demonstrate an understanding of political systems and political processes by… C&G 4 (7-8)-2 a, b, c Students demonstrate their participation in political processes by… **Historical Perspective:** HP 1 (7-8) –1 a, b, c Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by… HP 1 (7-8) –2 a, b Students interpret history as a series

• What are the characteristics of a leader? • How does geography influence the way people live?			of connected events with multiple cause-effect relationships by… HP 2 (7-8) – 2 a, b Students chronicle events and conditions by… HP 2 (7-8) – 3 a Students show understanding of change over time by… HP 3 (7-8) –1 b Students demonstrate an understanding of how the past frames the present by… HP 3 (7-8) –2 a, b, c Students demonstrate an understanding of how the past frames the present by… HP 4 (7-8) –1 a, b Students demonstrate an understanding that geographic factors and shared past events affect human interactions and change by… HP 5 (7-8) – 3 a, b Various perspectives have led individuals and/or groups to interpret

			events or phenomena differently and with historical consequences by…
			Geography:
			G 1 (7-8) –1 a, b, c Students understand maps, globes, and other geographic tools and technologies by…
			G 2 (7-8) –1 a, b Students understand the physical and human characteristics of places by…
			G 3 (7-8) –3 a Students understand how geography influences human settlement, cooperation or conflict by…
			Economics:
			E 1 (7-8) –1 a, b Students demonstrate an understanding of basic economic concepts by…
			E 1 (7-8) –2 a, b Students demonstrate an understanding that scarcity and

			abundance causes individuals to make economic choices by…
			E 1 (7-8) –3 a, b Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by… E 3 (7-8) –1 a Students demonstrate an understanding of the interdependence created by economic decisions by… E 3 (7-8) – 2 b Students demonstrate an understanding of the role of government in a global economy by…

Eight Grade Curriculum			
Growth and Expansion in North America			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
• How does geography influence the way people live? • What factors influenced westward migration? • What groups traveled west? • How does conflict develop? • How does geography influence the way people live? • How do new ideas change the way people live?	• The movement of people goods, and ideas causes societies to change over time. • Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement. • Economic systems shape relationships in society. • Westward migration was influenced by geography and economic opportunity. • Cultural, economic, and constitutional differences between the North and the	Chapter Tests Quizzes Document Analysis Research Project- Westward Migration	Civics and Government: C&G 4 (7-8) –1 a, b, c, d Students demonstrate an understanding of political systems and political processes by… C&G 4 (7-8)-3 a, b, c, d Students participate in a civil society by… C&G 5 (7-8)-2 a, b Students demonstrate an understanding of the benefits and challenges of an interconnected world by…

• How does technology change the way people live? • How do people adapt to their environment? • How did cultural, economic, and constitutional issues create division in the colonies?	South eventually resulted in the Civil War.		C&G 5 (7-8) -3 a, b Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by… **Historical Perspective:** HP 1 (7-8) –1 a, b, c Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by… HP 1 (7-8) –2 a, b Students interpret history as a series of connected events with multiple cause-effect relationships by… HP 2 (7-8) – 2 a, b Students chronicle events and conditions by… HP 2 (7-8) – 3 a Students show understanding of change over time by… HP 3 (7-8) –1 a, b Students demonstrate an understanding of how the past frames the present by…

			HP 3 (7-8) –2 a, b, c Students demonstrate an understanding of how the past frames the present by…
			HP 4 (7-8) –1 a, b Students demonstrate an understanding that geographic factors and shared past events affect human interactions and change by…
			HP 4 (7-8) –2 a, b, c Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation by…
			HP 5 (7-8) – 3 a, b Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by…
			Geography:
			G 1 (7-8) –1 a, b, c Students understand maps, globes,

			and other geographic tools and technologies by…
			G 2 (7-8) –1 a, b Students understand the physical and human characteristics of places by…
			G 3 (7-8) –3 a Students understand how geography influences human settlement, cooperation or conflict by…
			Economics:
			E 2 (7-8) – 2 a b Students analyze how Innovations and technology affects the exchange of goods and services
			E 3 (7-8) – 2 a, b Students demonstrate an understanding of the role of government in a global economy

Eight Grade Curriculum South America			
Essential Questions	**Essential Knowledge/Understanding**	**Assessments**	**GRADE SPAN EXPECTATIONS**
• How does geography influence the way people live? • What makes a culture unique?	• Cultures develop and expand over time. • Geography effects how people live. • Over time people adapt to their environment.	Map Test	**Civics and Government:** C&G 5 (7-8) – 1 a, b Students demonstrate an understanding of the many ways Earth's people are interconnected by… C&G 5 (7-8)-2 a, b Students demonstrate an understanding of the benefits and challenges of an interconnected world by…

			Historical Perspective:
			HP 1 (7-8) –1 a, b, c
			Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)
			Geography:
			G 1 (7-8) –1
			Students understand maps, globes, and other geographic tools and technologies by…
			G 1 (7-8)–2 a
			Students interpret the characteristics and features of maps by…
			G 2 (7-8) –1 a, b
			Students understand the physical and human characteristics of places by…
			G 2 (7-8) –2 a
			Students distinguish between regions and places by…
			G 2 (7-8) –4 a, b
			Students understand how geography contributes to how regions are defined / identified by…
			G 3 (7-8) –2 a
			Students understand the interrelationships of geography with resources by…
			G 3 (7-8) –3 a
			Students understand how geography

			influences human settlement, cooperation or conflict by… G 4 (7-8)-1 a Students explain how humans depend on their environment by… G 4 (7-8)-2 a Students explain how humans react or adapt to an ever-changing physical environment by…

North Kingstown High School

Social Studies Department Curriculum

North Kingstown High School Social Studies Department Resources

9th Grade   World History

McGraw-Hill / World History and Geography (ISBN 978-0-07-664738-5) Copyright 2014

10th Grade   United States History I

College Preparatory: McGraw Hill / United States History Geography / 978-0-07-660875-1 / Copyright 2014

Honors: Pearson / The American Journey / 6th edition / / ISBN-13: 978-0-13-249867-8 / Copyright 2011

11th Grade   United States History II

College Preparatory: McGraw Hill / United States History Geography / 978-0-07-660875-1 / Copy right 2014

Honors: Pearson / The American Journey / 6th edition / ISBN-13: 978-0-13-249867-8 / Copyright 2011

11th Grade   United States History Advanced Placement

Amsco United States History: Preparing for the Advanced Placement Examination (ISBN 978-0-7891-8904-2) Copyright 2014

12th Grade   Democracy

United States Constitution / Rhode Island State Charter / North Kingstown Town Charter

Providence Journal / North Kingstown Standard Times / North East Independent / Upfront magazine

North Kingstown High School Social Studies Department	
Assessments and Linked Standards	
ASSESSMENTS	**COMMON CORE**
Document Based Questions Assignment • Department SLO assignment • Primary source documents are from the World War II and include the President Roosevelt's declaration of war and an atomic bomb scientist's reservations about the use of such a weapon on a civilian population.	**Reading Standards for Literacy in History / Social Studies** **Key Ideas and Details** CCSS.ELA-LITERACY.RH.11-12.3 **-** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **Craft and Structure** CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **Integration of Knowledge and ideas** CCSS.ELA-LITERACY.RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Essay • Anchor assignment semester 2 • Validated by North Kingstown High School Validation Committee • Five Paragraph / Thesis Driven • Prepared for class	**Writing Standards for Literacy in History/Social Studies, Grades** **Key Ideas and Details** CCSS.ELA-Literacy. RH 11-12.1 **-** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Political Cartoon Analysis	Writing Standards for Literacy in History/Social Studies
• Validated by North Kingstown High School Validation Committee	**Production and Distribution of Writing** CCSS.ELA-LITERACY.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Text Types and Purposes** CCSS.ELA-LITERACY.W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Close Document Reading Assignment • Primary or Secondary Source • Question sheet answered by students	**Reading Standards for Literacy in History / Social Studies** **Key Ideas and Details** **CCSS**.ELA-Literacy. RH 11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **Craft and Structure** CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

	Writing Standards for Literacy in History/Social Studies **Text Types and Purposes -** CCSS.ELA-LITERACY.W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1. B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.
Map Interpretation Exercise • Historical based map • Question Sheet	**Writing Standards for Literacy in History/Social Studies** **Text Types and Purposes** CCSS.ELA-LITERACY.W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Data Analysis Assignment • Historical Chart or Graph • Question Sheet	**Reading Standards for Literacy in History and Social Studies** **Integration of Knowledge and Ideas** CCSS.ELA-LITERACY.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

	CCSS.ELA-LITERACY.RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Historical Annotated Bibliography • Linked to course final project • Research includes use of North Kingstown High School Media Center database	**Reading Standards for Literacy in History/Social Studies** **Integration of Knowledge and Ideas** CCSS.ELA-LITERACY.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-LITERACY.RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-LITERACY.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.. **Writing Standards for Literacy in History/Social Studies** **Research to Build and Present Knowledge** CCSS.ELA-LITERACY.W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CCSS.ELA-LITERACY.W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Photo & film analysis	**Grade 11-12 Writing Standards for Literacy in History/Social Studies Production and Distribution of Writing**
• Historical photo or film clip • Question sheet to guide close review photo/film	CCSS.ELA-LITERACY.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Close Reading of Literature • Works of appropriate time era literature • Includes questions to guide reading and class discussion	**Reading Standards for Literacy in History / Social Studies** **Key Ideas and Details**. CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **Craft and Structure** CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **Writing Standards for Literacy in History/Social Studies** **Text Types and Purposes** CCSS.ELA-LITERACY.W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1. B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that

	anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.
Reading and free write assignments • Frequently assigned • Readings linked to core content • Such reading and writing activities are assigned to inform class discussions	**Reading Standards for Literacy in History / Social Studies** CCSS.ELA-LITERACY.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. **Writing Standards for Literacy in History/Social Studies** **Range of Writing** CCSS.ELA-LITERACY.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NORTH KINGSTOWN HIGH SCHOOL

WORLD HISTORY CURRICULUM

North Kingstown High School: World History

Era 6: The Emergence of the First Global Age

Topic: Renaissance

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did cultural and interaction and trade contribute to the Renaissance? How did the new ideas of the Renaissance spread north? How did the Renaissance impact society?	New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world. **Renaissance** • "Rebirth" of classical knowledge, "birth" of the modern world • Spread of the Renaissance from the Italian city states to northern Europe **Contributions of the Renaissance** • Accomplishments in the visual arts—Michelangelo, Leonardo da Vinci • Accomplishments in literature (sonnets, plays, essays)—Shakespeare • Accomplishments in intellectual ideas (humanism)—Erasmus	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Close readings Chapter test	HP 1(9-12)-1 **Students act as historians, using a variety of tools** (e.g., artifacts and primary and secondary sources) a. Students act as historians, sing a variety of tools (e.g., artifacts and primary and secondary sources) E 2(9-12)-1 **Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by…** a. analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.

Topic: Reformation

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
Essential Questions: Why were people looking for religious reform? How did Martin Luther's beliefs cause change? How did the new Protestant religions differ from Catholicism and each other? How did the Catholic	For centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions. At first the Reformation divided the countries of Europe on religious principles, leading to religious intolerance. Power in most European states was concentrated in the monarch. Gradually religious toleration emerged, along with democratic thought. **Conflicts that challenged the authority of the Church in Rome** • German and English nobility disliked Italian domination of the Church. • The Church's great political power and wealth caused conflict. • Church corruption and the sale of indulgences were widespread and caused conflict. **Martin Luther (theLutheran tradition)** • Views—Salvation by faith alone, Bible as the ultimate authority, all humans equal before God • Actions—95 theses, birth of the Protestant Church **John Calvin (the Calvinist tradition)**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Persuasive Essay Chapter test	**HP 2(9-12)-1 Students connect the past with the present by…** a. explaining origins of major historical events(e.g., Industrial Revolution in Rhode Island) **HP 2 (9-12) – 2 Students chronicle events and conditions by…** b. synthesizing information from multiple sources to formulate an historical interpretation(e.g., document-based questions, quantitative data, material artifacts of RI)

Church respond to the Protestant Reformation? How did the Reformation impact society?	• Views—Predestination, faith revealed by living a righteous life, work ethic • Actions—Expansion of the Protestant Movement **King Henry VIII (the Anglican tradition)** • Views—Dismissed the authority of the Pope in Rome • Actions—Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England. **Catholic Counter Reformation** • Catholic Church mounted a series of reforms and reasserted its authority. • Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world. • Inquisition was established to reinforce Catholic doctrine. **Changing cultural values, traditions, and philosophies** • Growth of secularism • Growth of individualism • Growth of religious tolerance **Role of the printing press** • Growth of literacy was stimulated by the Gutenberg printing press. • The Bible was printed in English, French, and German. These factors had an important impact on spreading the ideas of the Reformation and Renaissance		

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Topic: Exploration

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Essential Questions

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Essential Understandings and Knowledge

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Assessments / Assignments

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Standards

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Why were Europeans interested in exploration?

How did technological changes help lead to successful European exploration of the New World?

Which countries were responsible for exploring the different parts of the World and who were the individual people involved?

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The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade. One motive for exploration was to spread the Christian religion. Europeans migrated to new colonies in the Americas, creating new cultural and social patterns. Europeans established trading posts and colonies in Africa and Asia. The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres. The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.

Factors contributing to the European discovery of lands in the Western Hemisphere
- Demand for gold, spices, and natural resources in Europe
- Support for the diffusion of Christianity
- Political and economic competition between European empires
- Innovations in navigational arts (European and Islamic origins)
- Pioneering role of Prince Henry the Navigator

Establishment of overseas empires and decimation of indigenous populations such as:

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Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments

Note taking

Chapter quizzes

Chapter test

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HP 2 (9-12)– 3 Students show understanding of change over time by…
a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life(e.g., immigration trends, land use patterns, naval military history)

E 1 (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…
a. applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.

G 1 (9-12) –2 Students interpret the characteristics and features of maps by…
a. evaluating how humans interact with physical environments to form past and present communities.

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How did Exploration impact the native peoples?	• Portugal—Vasco da Gama • Spain—Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan • England—Francis Drake • France—Jacques Cartier **Americas** • Expansion of overseas territorial claims and European emigration to North and South America • Demise of Aztec, Maya, and Inca Empires • Legacy of a rigid class system and dictatorial rule in Latin America • Forced migration of some Africans into slavery • Colonies' imitation of the culture and social patterns of their parent country	CCA: 5 paragraph essay on "How did God, Gold, and Glory motivate explorers during the Age of Exploration?	
How did the Europeans develop their colonies and how did the colonies differ?			
How did the Columbian Exchange both Old and New World societies?	**Africa** • European trading posts along the coast • Trade in slaves, gold, and other products **Asia** • Colonization by small groups of merchants (India, the Indies, China) Influence of trading companies (Portuguese, Dutch, British.		
How was global trade impacted?			
	Columbian Exchange		

	• Western Hemisphere agricultural products such as corn, potatoes, and tobacco changed European lifestyles. • European horses and cattle changed the lifestyles of American Indians (First Americans). • European diseases like smallpox killed many American Indians (First Americans). **Impact of the Columbian Exchange** • Shortage of labor to grow cash crops led to the use of African slaves. • Slavery was based on race. • European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.		

North Kingstown High School: World History

Era 7: An Age of Revolutions (1450-1770)

Topic: Absolutism

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What are the characteristics of absolutism? How can absolutism lead to abuses?	The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments. **Characteristics of absolute monarchies** • Centralization of power • Concept of rule by divine right	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments	**C&G 1(9-12)-2a Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by…** a. identifying how actions of a government affect relationships involving the individual, society and the government(e.g., Homeland Security)

How do the abuses of absolutism help lead to the call for revolution?		Note taking Chapter quizzes Chapter test	b. explaining how political authority is obtained and legitimized c. examining the historical origins of power and how that power has been exercised over time (e.g., divine right, popular sovereignty, social contract, "regime of truth")
Topic: Scientific Revolution			
Essential Questions	**Essential Understandings and Knowledge**	**Assessments / Assignments**	**Standards**
How did the view of the universe change during the Scientific Revolution? Who were the key figures and what new ideas did they develop? How did these new ideas impact society?	With its emphasis on reasoned observation and systematic measurement, the scientific revolution changed the way people viewed the world and their place in it. **Pioneers of the scientific revolution such as:** • Nicolaus Copernicus: Developed heliocentric theory • Johannes Kepler: Discovered planetary motion • Galileo Galilei: Used telescope to support heliocentric theory • Isaac Newton: Discovered Laws of Gravity • William Harvey: Discovered circulation of the blood **Importance of the scientific revolution**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**HP 2 (9-12)– 1 Students connect the past with the present by…** b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island)

		Chapter quizzes	
	• Emphasis on reason and systematic observation of nature • Formulation of the scientific method • Expansion of scientific knowledge	Chapter test	

Topic: The Enlightenment

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did the Enlightened thinkers attempt to apply the universal laws of the Scientific Revolution to Society? Who were the key figures and what were their new ideas?	Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government. **The Enlightenment** • Applied reason to the human world, not just the natural world • Stimulated religious tolerance • Fueled democratic revolutions around the world **Enlightenment thinkers and their ideas such as:**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**C&G 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by…** a. describing or explaining competing ideas about the purposes and functions of politics and government b. comparing and contrasting different forms of government and their purposes d. distinguishing between the rule of law and the "rule of men" (e.g., Korematsu v. U.S. and Japanese internment during WWII)

How did the Enlightenment help lead to revolution?	• Thomas Hobbes' *Leviathan*—The state must have central authority to manage behavior. • John Locke's *Two Treatises on Government*—People are sovereign; monarchs are not chosen by God. • Montesquieu's *The Spirit of Laws*—The best form of government includes a separation of powers. • Jean-Jacques Rousseau's *The Social Contract*—Government is a contract between rulers and the people. • Voltaire—Religious toleration should triumph over religious fanaticism; separation of church and state	Chapter quizzes Chapter test	

Topic: French Revolution, Napoleon, and Latin America

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What factors can cause Revolution? What were the major events of the French Revolution? How was Napoleon able to take power?	The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas. Napoleon's attempt to unify Europe under French domination was unsuccessful. The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests. **Causes of the French Revolution**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes	C&G 3 (9-12) –2 **Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by…** d. identifying and explaining ways individuals and groups have exercised their rights in order to transform society HP 1 (9-12) –2 **Students interpret history as a series of connected events with multiple cause-effect relationships,** b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain

Why did Napoleon fall from power? How did the French Revolution and Napoleon's rule impact both Europe and the New World? How did Latin America gain it's independence?	• Influence of Enlightenment ideas and influence of the American Revolution • Estate system • Financial crisis **Events of the French Revolution such as** • Storming of the Bastille • Reign of Terror **Outcomes of the French Revolution** • End of the absolute monarchy of Louis XVI • Rise of Napoleon **Influence of the American and French Revolutions on the Americas** • Independence came to French, Spanish, and Portuguese colonies • Toussaint L'Ouverture—Haiti • Simon Bolivar—South America **Legacy of Napoleon** • Unsuccessful attempt to unify Europe under French domination • Napoleonic Code • Awakened feelings of national pride and growth of nationalism **Legacy of the Congress of Vienna** • "Balance of power" doctrine • Restoration of monarchies • New political map of Europe • New political philosophies (liberalism, conservatism)	Chapter test Common Core Assignment: Analyzing Maps and Charts of Napoleon's reign	historical continuity and change(e.g., timeline of Rhode Island's path to Revolution: Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?) E 3 (9-12) – 1 **Students demonstrate an understanding of the interdependence created by economic decisions** b. evaluating the government's monetary and fiscal policies.

Topic: The Industrial Revolution

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What factors contributed to the beginning of the Industrial Revolution? Why did the Industrial Revolution start in Great Britain?	The Industrial Revolution began in England, spreading to the rest of Western Europe and the United States. With the Industrial Revolution, came an increased demand for raw materials from the Americas, Asia, and Africa. Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.	Classroom activities to include formative (25% of grade) and	HP 1(9-12)-**1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources)** a. Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) H 4 (9-12) –1 **Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations**

	Industrial Revolution	summative (75% of grade) assessments	a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.
How did the Industrial Revolution change manufacturing, transportation, production of power and trade?	• Origin in England and soon spread to Europe and the United States • Role of cotton textile, iron, and steel industries • Rise of the factory system and demise of cottage industries • Rising economic powers that wanted to control raw materials and markets throughout the world	Note taking	E 1 (9-12) –1 **Students demonstrate an understanding of basic economic concepts by…** b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.
	Technological advances that produced the Industrial Revolution such as: • James Watt—Steam engine • Eli Whitney—Cotton gin • Henry Bessemer—Process for making steel	Chapter quizzes	E 2 (9-12) – 2 Students **analyze how Innovations and technology affects the exchange of goods and services by…**
How did the Industrial Revolution impact society?	**Advancements in science and medicine such as:** • Edward Jenner—Developed smallpox vaccination • Louis Pasteur—Discovered bacteria	Chapter test	a. analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.
	Impacts of the Industrial Revolution on industrialized countries • Population increase • Increased standards of living for many, though not all • Improved transportation • Urbanization • Environmental pollution • Increased education • Dissatisfaction of working class with working conditions Growth of the middle class	Research Project	
	Capitalism		

- Adam Smith's *Wealth of Nations*
- Role of market competition and entrepreneurial abilities
- Impact on standard of living and the growth of the middle class
- Dissatisfaction with poor working conditions and the unequal distribution of wealth in society

Socialism and communism
- Karl Marx's *Communist Manifesto* (written with Friedrich Engels) and *Das Capital*
- Response to the injustices of capitalism
- Importance of redistribution of wealth to the communists

Social effects of the Industrial Revolution
- Women and children entering the workplace as cheap labor
- Introduction of reforms to end child labor
- Expansion of education
- Women's increased demands for suffrage

The rise of labor unions
- Encouraged worker-organized strikes to increase wages and improve working conditions
- Lobbied for laws to improve the lives of workers, including women and children
- Wanted worker rights and collective bargaining between labor and management

North Kingstown High School: World History

Era 8: A Half Century of Crisis and Achievement

Topic: Imperialism

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did the Industrial Revolution lead to Imperialism?	Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially-produced goods flooded	Classroom activities to	HP 4 (9-12) –2

How did Europeans attempt to use Social Darwinism to justify Imperialism? How did technology help spur on Imperialism? How did the map of Africa change during the age of Imperialism? How did direct colonies, indirect colonies, and spheres of influences differ in Africa and Asia? How did Imperialism impact society?	colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences. **Forms of imperialism** • Colonies • Protectorates • Spheres of influence • Economic **Imperialism in Africa and Asia** • European domination • European conflicts carried to the colonies • Christian missionary efforts • Spheres of influence in China • Suez Canal • East India Company's domination of Indian states • American opening of Japan to trade	include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	**Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people.** a. evaluating the effect of technology and innovation on promoting territorial expansion. E 1 (9-12) –1 **Students demonstrate an understanding of basic economic concepts by…** a. applying the concept that choices involve trade-offs in real world situations or historical contexts.

Topic: World War I

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
How did militarism, alliances, nationalism and imperialism lead to WWI?	World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war. **Causes of World War I**	Classroom activities to include formative (25% of grade) and	**HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary** **and secondary sources)** b. explaining how historical facts and historical

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| Why was the assassination of the Archduke Franz Ferdinand the spark that started the war?

How did new technology change warfare?

How did the view of warfare change during 1914-1918?

Why were the Allies victorious?

How did the various peace treaties change Europe, Asia and Africa? | • Alliances that divided Europe into competing camps
• Nationalistic feelings
• Imperialism
• Militarism

Major events such as:
• Assassination of Austria's Archduke Ferdinand
• United States enters war
• Russia leaves the war
• Changes in warfare

Changes in Warfare
  • Airplane
  • Tank
  • U-boat
  • Trench Warfare

Major leaders such as:
• Woodrow Wilson
• Kaiser Wilhelm II

Outcomes and global effects
• Colonies' participation in the war, which increased demands for independence
• End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires
• Enormous cost of the war in lives, property, and social disruption
• Treaty of Versailles | summative (75% of grade) assessments

Note taking

Chapter quizzes

Chapter test

Close Reading and Document Based Questions | interpretations may be different, but are related (e.g., slavery in RI v. economic benefit to RI)

HP 2 (9-12) – 2 **Students chronicle events and conditions by…**b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI) |

How did the Treaty of Versailles lay the groundwork for WWII?			

Topic: Interwar Years			
Essential Questions	**Essential Understandings / Knowledge**	**Assessments / Assignments**	**Standards**
What are the characteristics of totalitarianism?	Economic dislocations following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan. A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.	Classroom activities to include formative (25%	C&G 1 (9-12) –1 **Students demonstrate an understanding of origins, forms, and purposes of government by…** c. explaining how a political ideology is reflected

How did Hitler, Stalin, and Mussolini rise to power?	The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany. Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.	of grade) and summative (75% of grade) assessments	in the form and structure of a government (e.g., Democracy – Democratic republic) C&G 1 (9-12) –2
How did the expansion of Japan impact East Asia?	**Impact of world depression** • High unemployment in industrial countries • Bank failures and collapse of credit • Collapse of prices in world trade • Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse	Note taking Chapter quizzes	**Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by…** b. explaining how political authority is obtained and legitimized
Why did the Allies follow a policy of appeasement?	**U.S.S.R. during the Interwar Period—Joseph Stalin** • Entrenchment of communism • Stalin's policies (five-year plans, collectivization of farms, state industrialization, secret police) • Great Purge **Germany during the Interwar Period—Adolf Hitler** • Inflation and depression • Democratic government weakened • Anti-Semitism • Extreme nationalism • National Socialism (Nazism) • German occupation of nearby countries **Italy during the Interwar Period—Benito Mussolini** • Rise of fascism • Ambition to restore the glory of Rome • Invasion of Ethiopia	Chapter test	

	Japan during the Interwar Period—Hirohito and Hideki Tojo • Militarism • Industrialization of Japan, leading to drive for raw materials Invasion of Korea, Manchuria, and the rest of China		

Topic: World War II

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
How did the crises of the 1930's lead to WWII?	Many economic and political causes led toward World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory. **Economic and political causes of World War II**	Classroom activities to include formative (25% of grade) and	HP 1 (9-12) –2 **Students interpret history as a series of connected events with multiple cause-effect relationships, by…**

What were the major theatres and events of the war?	• Aggression by totalitarian powers (Germany, Italy, Japan) • Nationalism • Failures of the Treaty of Versailles • Weakness of the League of Nations • Appeasement • Tendencies towards isolationism and pacifism in Europe and the United States	summative (75% of grade) assessments	b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change.
Why were the Allies victorious?	**Major events of the war (1939-1945)** • German invasion of Poland • Fall of France • Battle of Britain • German invasion of the Soviet Union • Japanese attack on Pearl Harbor • D-Day (Allied invasion of Europe) • Atomic bombs dropped on Hiroshima and Nagasaki	Note taking Chapter quizzes	**HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present.** a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)
Why did the US use the Atomic bomb?		Chapter test	
How were Germany and Japan treated after the War?	**Outcomes of World War II** • European powers' loss of empires • Establishment of two major powers in the world: The United States and the U.S.S.R. • War crimes trials • Division of Europe—Iron Curtain • Establishment of the United Nations • Marshall Plan • Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact		
How did WWII impact society?	**Efforts for reconstruction of Germany**		

	• Democratic government installed in West Germany and West Berlin • Germany and Berlin divided among the four Allied powers • Emergence of West Germany as economic power in postwar Europe **Efforts for reconstruction of Japan** • U.S. occupation of Japan under MacArthur's administration • Democracy and economic development • Elimination of Japanese offensive military capabilities; United States' guarantee of Japan's security • Emergence of Japan as dominant economy in Asia		
North Kingstown High School: World History			
Era 9: Promises and Paradoxes (1941-Present)			

Topic: Beginnings of the Cold War			
Essential Questions	**Essential Understandings / Knowledge**	**Assessments / Assignments**	**Standards**
What events led to the Cold War? How did the development of nuclear weapons impact the Cold War?	**Beginning of the Cold War (1945-1948)** • The Yalta Conference and the Soviet control of Eastern Europe • Rivalry between the United States and the U.S.S.R. • Democracy and the free enterprise system v. dictatorship and communism • President Truman and the Policy of Containment • Eastern Europe—Soviet satellite nations; the Iron Curtain	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Notes	HP 1 (9-12) –2 **Students interpret history as a series of connected events with multiple cause-effect relationships**. a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events C&G 1 (7-8) –1 **Students demonstrate an understanding of origins, forms, and purposes of government by…** b. comparing and contrasting different forms of government and their purposes

Topic: Decolonization

Essential Questions	Essential Understandings & Knowledge	Assessments / Assignments	Standards
How did the Cold War influence decisions about colonies after WWII? How did various colonies gain their independence after WWII? Why does conflict continue to occur in places such as Africa and the Middle East?	**Examples of areas of Focus:** **Conflicts and revolutionary movements in Vietnam** • Role of French Imperialism • Leadership of Ho Chi Minh • Vietnam as a divided nation • Influence of policy of containment • The United States and the Vietnam War • Vietnam as a reunited communist country today **Regional setting for the Indian independence movement** • Indian sub-continent • British India • India • Pakistan (former West Pakistan) • Bangladesh (former East Pakistan) • Sri Lanka (former Ceylon) **Evolution of the Indian independence movement** • British rule in India • Leadership of Mohandas Gandhi • Role of civil disobedience and passive resistance • Political division along Hindu-Muslim lines, Pakistan/India **The independence movement in Africa**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	C&G 1 (7-8)–2 **Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by…** a. identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security) c. examining the historical origins of power and how that power has been exercised over time(e.g., divine right, popular sovereignty, social contract, "regime of truth")

	- Right to self-determination (U.N. charter) - Peaceful and violent revolutions after World War II - Pride in African cultures and heritage - Resentment toward imperial rule and economic exploitation - Loss of colonies by Great Britain, France, Belgium, and Portugal Influence of superpower rivalry during the Cold War **Examples of independence movements and subsequent development efforts** - West Africa—Peaceful transition - Algeria—War for Independence from France - Kenya (Britain)—Violent struggle under leadership of Kenyatta - South Africa—Black South Africans' struggle against apartheid **Ethnic and religious conflicts** - Middle East - Balkans - Africa - Asia		

Topic: Globalization			
Essential Questions	**Essential Understandings / Knowledge**	**Assessments / Assignments**	**Standards**
How does the developing world compare with the developed world in terms of economic, social, and population characteristics? What impact are economic development and rapid population growth having on the environment? What are the links between economic development and political freedom? How is economic interdependence changing the world?	**Contrasts between developed and developing nations** • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth **Factors affecting environment and society** • Economic development • Rapid population growth **Environmental challenges** • Pollution • Loss of habitat • Ozone depletion **Social challenges** • Poverty • Poor health • Illiteracy • Famine • Migration **Economic interdependence**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	E 1 (9-12) –1 **Students demonstrate an understanding of basic economic concepts by…** d. analyzing how and why economic systems have changed over time. E 1 (9-12) –3 **Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…** b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

	• Role of rapid transportation, communication, and computer networks • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration (European Union) • Trade agreements—North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations— United Nations (UN), International Monetary Fund (IMF)		

NORTH KINGSTOWN HIGH SCHOOL

UNITED STATES I CURRICULUM

United States History I (1600-1877)			
Era 1: An Age of Revolutions			
Topic: Colonization			
Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards

Why did Europeans establish colonies in North America?
 	
How did climate and geographic features distinguish the three regions from each other?
 	
How did people use the natural resources of their region to earn a living?
 	
How did political and social life evolve in each of the three regions?
	Colonies in North America were established for religious and economic reasons.
	
	The 13 English Colonies and the reasons they were established
	  ☐ Northern colonies – Plymouth, M.B.C., RI, NH, Conn
	  ☐ Middle colonies – Maryland, NY, NJ, Penn., Del
	Southern colonies – Jamestown/Virginia, Carolinas, Georgia
	
	Interactions of people and environment (political, economic, social, and geographic)
	
	New England
	
	Mid-Atlantic
	
	South
		Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments
		
		Note taking
		
		Close readings
		
		Chapter test
			HP 1 (9-12) –1
			Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary source
			a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace)
			c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)
			
			HP 1 (9-12) –2
			Students interpret history as a series of connected events with multiple cause-effect relationships
			a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events
			
			G 1 (9-12) –2
			Students interpret the characteristics and features of maps by…
			b.integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.

			E 1 (9-12) –1 **Students demonstrate an understanding of basic economic concepts-by…** b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts. **E 2 (9-12)– 1** **Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by…** a. analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.
	**Topic: Road to Revolutionary War**		
Essential Questions	**Essential Understandings and Knowledge**	**Assessments / Assignments**	**Standards**

| How did England impose its political and economic control over the colonies?

What steps did England take to increase control over its colonies?
–
Why did many colonists become dissatisfied with England's control over the colonies?

What steps did the colonists take to address these concerns with Britain.

What ideas/philosophies about government were expressed in the Declaration of Independence? | England established and attempted to maintain control over the colonies.

Economic relationships
• England imposed strict control over trade.
• England taxed the colonies after the French and Indian War.
• Colonies traded raw materials for goods.

Political relationships
• Colonists had to obey English laws that were enforced by governors.
• Colonial governors were appointed by the king or by the proprietor.
• Colonial legislatures made laws for each colony and were monitored by colonial governors.
England's reasons for control
• England desired to remain a world power.
• England imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.

England's reasons for taxation
• To help finance the French and Indian War | Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments

Note taking

Persuasive Essay

Chapter test

CCA: 5 paragraph document based essay on the causes of the American Revolution | **HP 1 (9-12) –2**
Students interpret history as a series of connected events with multiple cause-effect relationships, by…
a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 2 (9-12)– 1
Students connect the past with the present by
a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island)
b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island)

E 3 (9-12) – 2
Students demonstrate an understanding of the role of government in a global economy by…
a. evaluating how policymakers encourage or discourage economic activity. |

	• To help with the maintaining of English troops in the colonies **Sources of colonial dissatisfaction** • Colonies had no representation in Parliament. • Some colonists resented power of colonial governors. • England wanted strict control over colonial legislatures. • Colonies opposed taxes. • The Proclamation of l763 hampered the western movement of settlers. – **Colonial reactions to British policies:** Examples may include: • Sons of Liberty, boycotts, Stamp Act Congress • New political ideas led to a desire for independence and democratic government in the American colonies. • The Declaration of Independence proclaimed independence from England. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. **Enlightenment influences on the Declaration of Independence**		

	• People have natural rights to life, liberty, and property. • Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it. **Key philosophies in the Declaration of Independence** • People have "certain unalienable rights" (rights that cannot be taken away)—life, liberty, pursuit of happiness. • People establish government to protect those rights. • Government derives power from the people. • People have a right and a duty to change a government that violates their rights.		

Topic: The American Revolution			
Essential Questions	**Essential Understandings and Knowledge**	**Assessments / Assignments**	– **Standards**

Who were some of the key individuals in the Revolutionary War? What role did key individuals play in the Revolutionary War? What were some of the key events that occurred during the Revolutionary War period? What advantages helped the American colonists win the Revolutionary War?	**Key individuals. Examples may include:** • King George III • Lord Cornwallis • John Adams • George Washington • Thomas Jefferson • Patrick Henry • Benjamin Franklin • Thomas Paine • Nathanael Greene • Paul Revere **Key Events may include:** • Boston Massacre • Burning of the *Gaspee* • Boston Tea Party • First Continental Congress • Battle of Lexington and Concord • Approval of the Declaration of Independence • Battle of Saratoga • Surrender at Yorktown • Signing of the Treaty of Paris • Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War. **Colonial advantages**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	**HP 1 (9-12) –1** **Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources** (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace) c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government) **HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events **G 1 (9-12) –2** **Students interpret the characteristics and features of maps by…** b. integrating visual information from map with other sources (print & non-print) to form a coherent understanding of an idea or event.

	Colonial disadvantages		
	British advantages		
	British disadvantages		
	Impacts/results of the American Revolution on society – politically, economically, and socially		

Era 2: Forming a New Government

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did the United States develop its government? Why did the Articles of Confederation need to be replaced? How did compromise play a factor in the construction of the Constitution? Why has the Constitution been successful?	The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government. **Articles of Confederation** • Plan of government • Problems with the Articles • Accomplishments **Constitutional Convention** • Debates and compromises • The Framers **Basic principles of government** • Federalism • Separation of powers • The structure of the new national government was based on James Madison's "Virginia Plan," which called for three separate branches of government **Structure of government** **Articles and Amendments**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	**C&G 2 (9-12) –1** **Students demonstrate an understanding of United States government (local, state, national) by…** **a**. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review b. analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event c. identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process) **C&G 2 (9-12) –2** **Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by…** a. interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence*, *U.S. Constitution*, and other documents (e.g., *RI Constitution, Seneca Falls*

			Declaration of Sentiments & Resolutions, Supreme Court decisions, *Pledge of Allegiance*) b. analyzing the inherent challenges involved in balancing majority rule and minority rights

Era 3: A Half Century of Crisis and Achievement

Topic: Challenges to a New Nation			
Essential Questions	**Essential Understandings and Knowledge**	**Assessments / Assignments**	**Standards**
How did foreign countries interact with the United States following its creation?

How did the first presidencies and the Constitution adapt to the pressures of individual, state and federal rights?

How did political differences lead to the creation of political parties? | **The Early Republic**

Washington's presidency
• Domestic Affairs
• Foreign Affairs

John Adams
• Domestic Affairs
• Foreign Affairs

Thomas Jefferson
• Domestic Affairs
• Foreign Affairs

James Madison
• Domestic Affairs
• Foreign Affairs

James Monroe
• Domestic Affairs
• Foreign Affairs | Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments

Note taking

Chapter quizzes

Chapter test | **C&G 4 (9-12) –1**
Students demonstrate an understanding of political systems and political processes by…
b. interacting with, analyzing, and evaluating political institutions and political parties in an authentic context (using local, national, or international issues/events that are personally meaningful)

C&G 5 (9-12) – 1

Students demonstrate an understanding of the many ways Earth's people are interconnected by…
b. organizing information to show relationships between and among various individuals, systems, and structures (e.g., politically, socially, culturally, economically, environmentally) |

			C&G 5 (9-12) -3
			Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by…
			b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action
			c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act

Topic: Industrial Revolution and the Growth of Sectionalism

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards

How did the inventions affect the lives of Americans?
 	
How did the differences in economic production help to increase sectionalism?
 	
What challenges faced the the nation from 1824 to 1840?
 	
How did the presidents of the time face those challenges?
	Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society in the South.
	
	American Economic Development 1790-1840
	  • Industrial Revolution
	    – New technology
	    – Early mills
	    – Labor force
	
	  • Plantation Economy
	  • The American System
	    – Transportation
	    – Trade
	    – Etc.
	
	Presidents 1824-1840
	  • John Quincy Adams
	    – Domestic Affairs
	    – Foreign Affairs
	  • Andrew Jackson
	    – Domestic Affairs
	    – Foreign Affairs
	  • Martin Van Buren
	    – Domestic Affairs
	     Foreign Affairs
		Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments
		
		Note taking
		
		Chapter quizzes
		
		Chapter test
			HP 1 (9-12) –1
			
			Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary source
			a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events
			c. identifying, describing, or analyzing multiple perspectives on an historical trend or event
			
			HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships
			a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

Topic: The Call for Reform			

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What were the main ideas expressed by the abolitionists? What were the main ideas expressed during the suffrage movement? How did the various religious and intellectual movements in the first half of the 19th Century impact the U.S?	**Social and Cultural Change 1800-1840s** **Examples may include:** • Abolitionist movement • Women's Rights • Temperance • Second Great Awakening • Utopian Societies • Mormons	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	**HP 2 (9-12)– 1** **Students connect the past with the present by…** b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island)

Topic: Causes of the Civil War

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did cultural, economical, and constitutional issues create bitter divisions between the North and the South? How did the issues of states' rights and slavery increase sectional tension between the North and South? How did the politicians of the time attempt to solve the growing divisions?	The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection. The North believed that the nation was a union and could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. **Presidents:** • Millard Fillmore • Franklin Pierce • James Buchanan **Issues that divided the nation:** • State's rights • Slavery/abolition **Compromises attempting to resolve differences:** • Missouri Compromise (1820) • Compromise of l850 • Kansas-Nebraska Act	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test Close Reading and Document	**HP 1 (9-12) –1** Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary source a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace) c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government) **HP 1 (9-12) –2** Students interpret history as a series of connected events with multiple cause-effect relationships a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

		Based Questions	
		Anchor Assignment: Narrative essay on the issues of slavery.	**G 1 (9-12) –2 Students interpret the characteristics and features of maps by…** b. integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event. **Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by…** b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act

Era 4: Civil War (1861 – 1865)

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
Who are considered leaders of the Civil War? How did Lincoln's view of the nature of the Union differ from Lee's? Where did critical events of the Civil War take place? Where were the major battles fought? How did topography and location influence	**Roles of Civil War leaders such as:** • Abraham Lincoln • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • Thomas "Stonewall" Jackson • Frederick Douglass **Major battles and events:** • Strengths and weaknesses of both sides • Battles: examples may include: – Fort Sumter – Bull Run – Gettysburg – Vicksburg – Appomattox Court House • Emancipation Proclamation **General effects of the war:** • Political • Economic	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test Close Reading and Document Based Questions	**HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary source** a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace) c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government) **HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events **HP 2 (9-12) – 2 Students chronicle events and conditions by…** a. creating narratives based on a particular

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important developments in the war, including major battles?	• Social • New technologies		historical point of view (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor) **G 1 (9-12) –2 Students interpret the characteristics and features of maps by…** b. integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.
What hardships were experienced during the Civil War?			
How did the Civil War change the lives of soldiers, women, and slaves?			

Era 5: Reconstruction (1865 to 1877)

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What are the basic provisions of the13th, 14th, and 15th Amendments? Why were the amendments deemed necessary? What were the Reconstruction policies for the South?	The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens. The Reconstruction policies were harsh and created problems in the South. Reconstruction attempted to give meaning to the freedom that the former slaves had achieved. **Reconstruction** • Political • Social • Economic **Presidents** • Andrew Johnson • Ulysses S. Grant • Rutherford B. Hayes	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test Close Reading and Document Based Questions	**HP 2 (9-12)– 1Students connect the past with the present by…** a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island) **C&G 3 (9-12) –1** **Students demonstrate an understanding of citizens' rights and responsibilities by…** d. analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security)

NORTH KINGSTOWN HIGH SCHOOL

UNITED STATES II CURRICULUM

United States History II

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

Topic: Immigration

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
Why did immigration increase? Why did cities develop? What inventions created great change and industrial growth in the United States? What challenges faced Americans as a result of those social and	Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups. Population changes, growth of cities, and new inventions produced problems in urban areas. Inventions had both positive and negative effects on society. **Reasons for increased immigration** • Hope for better opportunities • Religious freedom • Escape from oppressive governments	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes	**HP 2: History is a chronicle of human activities, diverse people, and the societies they form.** **HP 2 (9-12)– 1 Students connect the past with the present by…**a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island) c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., women's liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)

| technological changes? | **Reasons why cities developed**

• Specialized industries including steel (Pittsburgh), meat packing (Chicago)
• Immigration from other countries
• Movement of Americans from rural to urban areas for job opportunities

Inventions that contributed to great change and industrial growth

• Lighting and mechanical uses of electricity (Thomas Edison)
• Telephone service (Alexander Graham Bell)

Rapid industrialization and urbanization led to many problems, and efforts to solve those problems

• Mistreatment of immigrants
• ghettos
• Political machines
• Hull House founded by Jane Addams

Interaction and conflict between different cultural groups | Chapter test

Map / Chart reading exercises

Document Based Question Assignments | **G 1 (9-12) –2Students interpret the characteristics and features of maps by…**
a. evaluating the impact of topographical features on the development of societies.
b. integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.

E 1 (9-12) –3   Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…
a. differentiating between subsistence, traditional, mixed, command, and market economies.
b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

Reading Standards for Literacy in History / Social Studies 11-12
Key Ideas and Details
1., 2., 3.,
Craft and Structure
4., 5., 6
Writing Standards for Literacy in History/Social Studies,11–12
Text Types and Purposes
1. a., b., c., d., e. |

	• Indian policies and wars • Discrimination against immigrants		

Topic: Segregation / Civil Rights

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What is racial segregation? How were African Americans discriminated against? How did African Americans respond to discrimination and "Jim Crow"? Why did African Americans migrate to	Discrimination against African Americans continued after Reconstruction in the form of "Jim Crow" laws, an institutionalized system of legal segregation. **Racial segregation** • "Jim Crow" laws were passed to discriminate against African Americans. • "Jim Crow" laws made discrimination practices legal in many communities and states • Were characterized by unequal opportunities in housing, work, education, government **African American response** • Booker T. Washington - equality achieved eventually through vocational education • W.E.B. Du Bois – Argued for full political, civil, and social rights for African Americans	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	**HP 5: Human societies and cultures develop and change in response to human needs and wants.** **HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…** a. identifying patterns of migration and evaluating their socio-cultural impacts. b. investigating the role of demographic factors (gender, ethnicity, class)U in creating cultural diversity in a society. c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines). **G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and**

			resources, relationships (cooperation and conflict), and culture.
northern cities?	**Great Migration north** • Jobs for African Americans in the South were scarce and low paying. • African Americans faced discrimination and violence in the South. • African Americans moved to northern cities in search of better employment opportunities. • African Americans also faced discrimination and violence in the North.		**G 3 (9-12) –1 Students analyze why people do/do not migrate by…** a. investigating the causes of major migrations and evaluating the impact on affected populations. **G 4 (9-12) –2 Students explain how humans react or adapt to an ever-changing physical environment by…** a. examining a specific case study of how a **G 4 (9-12) –3 Students explain how human actions modify the physical environment by…** b. comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs.

Topic: Big Business

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What created the rise in big business? What factors caused	Between the Civil War and World War I, the United States was transformed from an agricultural nation to an industrial nation. **Reasons for rise and prosperity of big business**	Classroom activities to include formative (25% of grade) and	**E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.** **E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts**

the growth of industry?	• Transportation advances / National markets • Industry captains (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, autos) • Advertising • Lower-cost production • Access to raw materials and energy • Availability of work force • Inventions • Financial resources	summative (75% of grade) assessments	by…a. applying the concept that choices involve trade-offs in real world situations or historical contexts. b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts. c. evaluating historical and contemporary choices using marginal analysis. d. analyzing how and why economic systems have changed over time.
How did industrialization and the rise in big business influence life on American farms?		Note taking	
	Postwar changes in farm and city life	Chapter quizzes	**E 1 (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…**
	• Mechanization (e.g., the reaper) had reduced farm labor needs and increased production. • Industrial development in cities created increased labor needs.	Chapter test	a. applying the concept that personal choices often have long-run intended and unintended consequences using historical examples. b. evaluating personal choices using a cost-benefit analysis.

Topic: Progressive Movement

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did the reforms	The effects of industrialization led to the rise of organized labor and important workplace reforms.	Classroom activities to include	**HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups**

of the Progressive Movement change the United States? How did workers respond to the negative effects of industrialization?	**Negative effects of industrialization** • Child labor • Low wages, long hours • Unsafe working conditions **Rise of organized labor** • Formation of unions—Growth of American Federation of Labor • Strikes—Aftermath of Homestead Strike **Progressive Movement workplace reforms** • Improved safety conditions • Reduced work hours • Placed restrictions on child labor **Women's suffrage** • Increased educational opportunities • Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America. • Susan B. Anthony worked for women's suffrage. **Temperance Movement**	formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test Document Based Question Assignments / Close reading of documents such	**and their environment by…** a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence. b. contrasting how cultural groups have conflicted over land use issues. c. evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. **HP 5 (9-12) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historic**al consequences by… a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events. b. describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence. **Reading Standards for Literacy in History / Social Studies 11-12** **Key Ideas and Details** 1., 2., 3., **Craft and Structure** 4., 5., 6 **Writing Standards for Literacy in History/Social Studies,11–12** **Text Types and Purposes** 1. a., b., c., d., e.

	• Composed of groups opposed to the making and consumption of alcohol • Supported 18th Amendment, which prohibited the manufacture, sale, and transport of alcoholic beverages	as *The Jungle* excerpt Photo & film analysis	**Grade 11-12 Writing Standards for Literacy in History/Social Studies Production and Distribution of Writing** 4. **HP 1 (9-12) – 2 b**.

Course: United States History II

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

Topic: American Imperialism and the Spanish American War

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What were the reasons for the Spanish American War? What were the results of the Spanish American War?	The United States emerged as a world power as a result of victory over Spain in the Spanish American War. Economic interests and public opinion often influence U.S. involvement in international affairs. **Reasons for the Spanish American War**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments	**HP 1 (9-12) –2Students interpret history as a series of connected events with multiple cause-effect relationships, by…** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode

	• Protecting American business interests in Cuba • American support of Cuban rebels to gain independence from Spain • Rising tensions as a result of the sinking of the *U.S.S. Maine* in Havana Harbor • Exaggerated news reports of events (Yellow Journalism) **Results of the Spanish American War** • The United States emerged as a world power. • Cuba gained independence from Spain. • The United States gained possession of the Philippines, Guam, and Puerto Rico.	Note taking Chapter quizzes Chapter test	Island first to declare independence, but last colony to ratify the Constitution?) **HP 2 (9-12)– 3 Students show understanding of change over time by…** a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history)

Topic: World War I

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What were the reasons for the United States becoming involved in World War I? Who were the Allies?	The United States involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the 20th century.	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments	**HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by…** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical

Who were the Central Powers?	There were disagreements about the extent to which the United States should isolate itself from world affairs.	Note taking	films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?)
		Chapter quizzes	
In what ways did the United States provide leadership at the conclusion of the war?	**Reasons for U.S. involvement in war** • Inability to remain neutral • Unrestricted German submarine warfare— sinking of the *Lusitania* • U.S. economic and political ties to Great Britain	Chapter test	**HP 2 (9-12)– 3 Students show understanding of change over time by…** a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history)
	Opposing Sides • **Allies (**Great Britain, France, Russia, Serbia, Belgium) • **Central Powers (**Germany, Austria-Hungary, Bulgaria, Ottoman Empire)	Close reading the Fourteen Points	
	U.S. leadership as the war ended • At the end of World War I, President Woodrow Wilson prepared a peace plan (14 Points) that called for the formation of the League of Nations, a peace-keeping organization. • The United States decided not to join the League of Nations.		**HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.** **HP 4 (9-12) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by…** a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.

			b. analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic). c. citing historical evidence that geographic factors affected decision-making by policy-makers.

Topic: Social and Economic Life in the Early 1900's

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How was social and economic life in the early twentieth century different from that of the late nineteenth century?	Technology extended progress into all areas of American life, including neglected rural areas. **Results of improved transportation brought by affordable automobiles**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by…** b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") has contributed to current social, economic, or political patterns **HP 4 (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by…** a. evaluating the effect of technology and

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• Greater mobility • Creation of jobs • Growth of transportation-related industries (road construction, oil, steel, automobile) • Movement to suburban areas **Invention of the airplane** • The Wright brothers **Use of the assembly line** • Henry Ford **Communication changes** • Increased availability of telephones • Development of the radio (role of Guglielmo Marconi) and broadcast industry (role of David Sarnoff) • Development of the movies **Ways electrification changed American life** • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio)	Chapter quizzes Chapter test	innovation on promoting territorial expansion. a. proving whether innovation and invention have been beneficial or detrimental to society. **E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…** a. applying the concept that choices involve trade-offs in real world situations or historical contexts. b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts. **E 2 (9-12) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by…** **a.** investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.

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Topic: The Roaring Twenties

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How was the culture of the early 1900's (1900 to 1929) different from that of the late 1800's. Who were the leaders in art, literature, and music? What were their contributions? How did the Harlem Renaissance influence American life?	Technology extended progress into all areas of American life, including neglected rural areas. The 1920s and 1930s were important decades for American art, literature, and music. The leaders of the Harlem Renaissance drew upon the heritage of black culture to establish themselves as powerful forces for cultural change. Reforms in the early twentieth century could not	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes	**E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…** a. applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (9-12) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…** a. differentiating between subsistence, traditional, mixed, command, and market economies. b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). **Grade 11-12 Writing Standards for Literacy in History/Social Studies** **Production and Distribution of Writing:** CCSS.ELA-LITERACY.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-

What was Prohibition, and how effective was it?	legislate how people behaved.	Chapter test	specific expectations for writing types are defined in standards 1-3 above.)
	Improved an affordable transportation changed the early 1900's culture • Greater mobility • Growth of transportation-related industries / jobs (road construction, oil, steel, automobile) • Movement to suburban areas **Cultural climate of the 1920s and 1930s** • Art (**e.g.,** Georgia O'Keeffe, Painter of the Southwest • Literature (e.g., F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s) • Music (e.g., George Gershwin, composer) • Development of the radio and broadcast industry • Development of the silent and talking movies • Labor-saving products **Harlem Renaissance**	Photo / Film analysis Document based questions of literature	**HP 1 (9-12) –2Students interpret history as a series of connected events with multiple cause-effect relationships, by…** b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?) **Reading Standards for Literacy in History / Social Studies** **Key Ideas and Details** CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **Craft and Structure** CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the

African American artists based in Harlem revealed and celebrated African American culture.

- Art (e.g., Jacob Lawrence, painter)
- Poet (e.g., Langston Hughes)
- Music (e.g., Duke Ellington, jazz composers; Bessie Smith, blues singer)
- These artists popularity spread throughout society.

Prohibition was imposed by the 18th amendment making it illegal to manufacture, transport, and sell alcoholic beverages.

- Prohibition was a failed "experiment."
- Speakeasies were created as places for people to drink alcoholic beverages.
- Bootleggers smuggled illegal alcohol and promoted organized crime.

course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Writing Standards for Literacy in History/Social Studies,11–12
Text Types and Purposes
CCSS.ELA-LITERACY.W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

				evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

United States History II

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

Topic: The Great Depression

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
What were the causes of the Great Depression?

How were the lives of Americans affected by the Great Depression?

What were the major | The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.

The Great Depression had a widespread and severe impact on American life.

Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression. | Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments | **HP 1 (9-12) –2Students interpret history as a series of connected events with multiple cause-effect relationships, by…**

a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 2 (9-12) – 2 Students chronicle events and conditions by…
b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI) |

| goals and programs of the New Deal? | **Causes of the Great Depression**

• Causes of the Depression included;
    o over speculation
    o over production
    o under consumption
    o general financial instability
    o lack of government regulation
• The causes above resulted in the stock market crash of 1929.

Impact on Americans

• A large number of banks and businesses failed.
• One-fourth of workers were without jobs.
• Large numbers of people were hungry and homeless.
• Farmers' incomes fell to low levels.

Major features of the New Deal | Note taking

Chapter quizzes

Chapter test

Historical photo or film clip Analysis | **HP 2 (9-12)– 3 Students show understanding of change over time by…**
a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history)

E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…
a. applying the concept that choices involve trade-offs in real world situations or historical contexts.
b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.
c. evaluating historical and contemporary choices using marginal analysis.
d. analyzing how and why economic systems have changed over time.

E 1 (9-12) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…
a. differentiating between subsistence, traditional, mixed, command, and market economies.

E 3 (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by…
a. identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs. |

	• Social Security
	• Government programs included:
	    ○ CCC
	    ○ AAA
	    ○ NRA
	    ○ FDIC
	    ○ TVA
			b. evaluating the government's monetary and fiscal policies.
			
			E 3 (9-12) – 2 Students demonstrate an understanding of the role of government in a global economy by…
			a. evaluating how policymakers encourage or discourage economic activity.
			
			Grade 11-12 Writing Standards for Literacy in History/Social Studies Production and Distribution of Writing 4.

Topic: Causes of World War II

Essential Questions	Essential Understandings and Knowledge	Assessments / Assignments	Standards
How did post-World War I Europe set the stage for World War II?	Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II. The rise of fascism threatened peace in Europe and Asia.	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments	**HP 2 (9-12)– 3 Students show understanding of change over time by…** a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history)

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| How did the rise of fascism affect world events following World War I? | **Causes of World War II**

Political instability and economic devastation in Europe resulting from World War I

• Worldwide depression
• High war debt owed by Germany
• High inflation
• Massive unemployment

Rise of Fascism

• Fascism is a political philosophy in which total power is given to a dictator and individual freedoms are denied.
• Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).
• These dictators led the countries that became known as the Axis Powers.
• Allied nations employed an appeasement strategy. | Note taking

Chapter quizzes

Chapter test | **HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present by…**
a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)

HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by…
b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") has contributed to current social, economic, or political patterns |

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<tr><td colspan="4" align="center">**Topic: United States Entry into World War II**</td></tr>
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Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
How did American policy toward events in Europe and Asia change over time?	As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement. **The Allies** • Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany. • Allied leaders included Franklin D. Roosevelt and later Harry S. Truman (United States),	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by…** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events **HP 2 (9-12) – 2 Students chronicle events and conditions by…** b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI)

	Winston Churchill (Great Britain), Joseph Stalin (Soviet Union) **Gradual change in American policy from neutrality to involvement** • Isolationism (Great Depression, legacy of World War I) • Economic aid to Allies • Direct involvement in the war **War in the Pacific** • Rising tension developed between the United States and Japan because of Japanese aggression in East Asia. • On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning. • The United States declared war on Japan. • Germany declared war on the United States.	Chapter quizzes Chapter test Close Reading and Document Based Questions	**HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…** a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence. b. contrasting how cultural groups have conflicted over land use issues. c. evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. **HP 5 (9-12) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historic**al **consequences by…** a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events. b. describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence. **G 1 (9-12) –2 Students interpret the characteristics and features of maps by…** b. analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving.

				Reading Standards for Literacy in History / Social Studies 11-12
				Key Ideas and Details
				CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
				CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
				CCSS.ELA-LITERACY.RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
				Craft and Structure
				CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
				CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
				CCSS.ELA-LITERACY.RH.11-12.6 - Evaluate authors' differing points of view on the same

				historical event or issue by assessing the authors' claims, reasoning, and evidence.
				Writing Standards for Literacy in History/Social Studies,11–12 **Text Types and Purposes** CCSS.ELA-LITERACY.W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.11-12.1.E - Provide a

			concluding statement or section that follows from and supports the argument presented.

Topic: Fighting in World War II

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What were the major events and turning points of World War II?	Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan. **Major events and turning points of World War II** • Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations. • Germany invaded France, capturing Paris. • Germany bombed London and the Battle of Britain began. • The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. • The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific. • Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe. • American and Allied troops landed in Normandy,	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking Chapter quizzes Chapter test	**HP 4 (9-12) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by…** a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. b. analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic). c. citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by…** a. evaluating the effect of technology and innovation on promoting territorial expansion.

	France, on June 6, 1944, D-Day, to begin the liberation of Western Europe. • The United States dropped two atomic bombs (via the Manhattan Project on Japan in 1945, forcing Japan to surrender and ending World War II.		a. proving whether innovation and invention have been beneficial or detrimental to society. **G 1 (9-12) –1 Students understand maps, globes, and other geographic tools and technologies by…** a. analyzing spatial patterns and synthesizing with other primary and secondary sources. c. analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 2 (9-12) –4 Students identify the ways geography contributes to how regions are defined / identified by…** a. comparing and contrasting regional characteristics to understand human events. **<u>G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.</u>** **G 3 (9-12) –1 Students analyze why people do/do not migrate by…** a. investigating the causes of major migrations and evaluating the impact on affected populations.

			G 3 (9-12) –2 Students understand the interrelationships of geography with resources by… a. evaluating the environmental consequences of resource consumption. G 3 (9-12) –3 Students determine how geography influences human settlement, cooperation or conflict by… **a.** analyzing these relationships in a given historical or current example. Proposition

Topic: The Holocaust

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What was the Holocaust?	The Holocaust is an example of prejudice and discrimination taken to the extreme. The Holocaust • Anti-Semitism • Aryan supremacy • Systematic attempt to rid Europe of all Jews in concentration camps • Liberation by Allied forces of Jews and others in concentration camps	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments	**HP 1 (9-12) –2** Students interpret history as a series of connected events with multiple cause-effect relationships, by… a. a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events **HP 2 (9-12)– 3 Students show understanding of change over time by…** b. documenting various groups (e.g., formal: non-government organizations, religious; informal:

		Note taking	family, clan) and their traditions that have remained constant over time (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)
		Chapter quizzes	**HP 2 (9-12)– 3 Students show understanding of change over time by…** a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g., immigration trends, land use patterns, naval military history)
		Chapter test	**Reading Standards for Literacy in History and Social Studies 11–12** **Integration of Knowledge and Ideas** CCSS.ELA-LITERACY.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgment in a text. **Writing Standards for Literacy in History/Social Studies Production and Distribution of Writing** CCSS.ELA-LITERACY.W.11-12.4 _ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<table>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4" align="center">**Topic: United States Home Front During World War II**</td></tr>
<tr>
<td>**Essential Questions**</td>
<td>**Essential Understandings / Knowledge**</td>
<td>**Assessments / Assignments**</td>
<td>**Standards**</td>
</tr>
<tr>
<td>How did Americans at home support the war effort?

What effect did the war have on race relations in America?</td>
<td>World War II affected every aspect of American life.

Americans were asked to make sacrifices in support of the war effort and the ideas for which we fought.

American involvement in World War II brought an end to the Great Depression. Factories and workers</td>
<td>Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments

Notes</td>
<td>**HP 1 (9-12) –2Students interpret history as a series of connected events with multiple cause-effect relationships, by…**
a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 2 (9-12)– 1 Students connect the past with the present by…
a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island)

HP 2 (9-12)– 3 Students show understanding of change over time by…</td>
</tr>
</table>

	were needed to produce goods to win the war. Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter). Americans at home supported the war by conserving and rationing resources and buying bonds. The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants) although discrimination against African Americans continued. While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.	Chapter quizzes Document Based Question Assignment Chapter test	a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history) **HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…** c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines). **HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…** a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.

United States History II

Era 9: Postwar United States (1945 to 1975)

Topic: United States Emerges from World War II as a Superpower

Essential Questions	Essential Understandings & Knowledge	Assessments / Assignments	Standards
How did the United States help rebuild postwar Europe and Japan?	The United States accepted its role as a world superpower, helping to rebuild Europe and Japan and taking the leading role in establishing the United Nations. Much of Europe was in ruins following World War	Classroom activities to include formative (25% of grade) and summative (75% of grade)	**E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…** b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.

How and why did the Cold War begin?	II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States rebuilt and/or stabalize Europe and Asia to prevent political and economic instability.	assessments	**E 3 (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by…** a. identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs. b. evaluating the government's monetary and fiscal policies.
		Note taking	
	The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.	Chapter quizzes Chapter test	
	The tension between the free world and the communist world caused divisiveness at home and abroad.		**HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by…** c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)
	The Cold War was the central organizing principle in foreign affairs for 40 years		**HP 2 (9-12)– 1 Students connect the past with the present by…** a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island)
		Close reading / Document based questions	**HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g.,**

	Cold War • Cold War • containment • roll back • Brinkmanship **Rebuilding efforts** • Occupied Japan • Marshall Plan • Truman Doctrine **World governing bodies** • United Nations • Soviet Bloc • East / West Germany • North Atlantic Treaty Organization / Warsaw Pact		**source-to-source, source-to-self, source-to-world) by…** b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") has contributed to current social, economic, or political patterns **Reading Standards for Literacy in History / Social Studies 6–12** **Key Ideas and Details** CCSS.ELA-LITERACY.RH.6-8.3 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **Craft and Structure** CCSS.ELA-LITERACY.RH.6-8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **HP 1 (9-12) –2Students interpret history as a series of connected events with multiple cause-effect relationships, by…** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of

			Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?
Topic: Post World War II Economy in the United States			
Essential Questions	**Essential Understandings / Knowledge**	**Assessments / Assignments**	**Standards**
What contributed to the prosperity of Americans following World War II?	Following World War II, Americans prospered due to an expanding economy stimulated by America's involvement in the war. **Economy:** • Consumerism • Credit • Workforce shift (women to men) • Labor unions	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…** a. applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…** a. applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.

		Chapter quizzes	**E 2 (9-12)– 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by**…
			a. analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.
		Chapter test	b. analyzing the roles of supply and demand in an economy.

Topic: Hot Points in the Cold War

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What have been the major conflicts and confrontations involving America in the post-World War II era?	Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities. The tension between the free world and the communist world caused divisiveness at home and abroad. **Berlin**	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by…** c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government) **HP 1 (9-12) –2Students interpret history as a series of connected events with multiple cause-effect relationships, by…** a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or

	• 1948 • East / West Berlin • Berlin Blockade • Berlin Airlift • Nikita Khrushcev / Berlin Wall	Chapter quizzes Chapter test	compare/contrast events b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?)
	Korean Conflict	Close reading / Document based questions	**HP 2 (9-12)– 1 Students connect the past with the present by…** a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island) **HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by…** b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") has contributed to current social, economic, or political patterns **Reading Standards for Literacy in History / Social Studies 6–12** **Key Ideas and Details.** CCSS.ELA-LITERACY.RH.6-8.3 - Identify key

	• North Korea / South Korea • 38th Parallel Line • United Nations • Douglas MacArthur • Inchon / Pusan • Panmunjom **Cuban Missile Crisis** • President John Kennedy • Premier Nikita Khrushchev • Fulgencio Batista • Fidel Castro • Bay of Pigs • Missiles • Blockade • Robert Kennedy • Turkey Missiles **Vietnam Conflict** • Ho Chi Minh • Truman / French Indo China / 17th Parallel Line • Eisenhower / Domino Theory • Dien Bien Phu • 1954 Geneva Accords • Ngo Dinh Diem • Viet Cong • National Liberation Front • Lyndon Johnson / Gulf of Tokin Resolution		steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **Craft and Structure** CCSS.ELA-LITERACY.RH.6-8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **Integration of Knowledge and ideas** 8. CCSS.ELA-LITERACY.RH.6-8.3 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

• William Westmoreland • Ho Chi Minh Trail • Agent Orange • Napalm • Tet Offensive • Home front protests	

Topic: The Changing United States Society (1945 to 1975)

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What factors led to changing patterns of society in the post-World War II era? How did the Cold War tensions cause divisiveness at home?	Changing patterns in American society at the end of World War II changed the way most Americans lived and worked.	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Note taking	**HP 4 (9-12) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by…** a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. b. analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic). c. citing historical evidence that geographic factors affected decision-making by policy-makers.

		Chapter quizzes	**E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**
	The Fifties Culture • G.I. Bill of Rights • "The Baby Boom" • Interstate highway system • Tract Housing / Levitt Town / Suburbia • Television / movies / literature • uniformity • Rock n Roll / Elvis Presley **The Fifties Red Scare** • House Committee on Un-American Activities • Julius and Ethel Rosenberg • Klaus Fuchs • Joseph McCarthy • Blacklisting • Bomb shelters • Fallout Shelters • Sputnik • President Eisenhower's Farewell Address **The Sixties Culture** • The New Frontier • November 22, 1963 • The Beatles • The Great Society • The Women's Rights Movement / National	Chapter test Close reading / Document based questions	**E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…** a. applying the concept that choices involve trade-offs in real world situations or historical contexts. b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts. c. evaluating historical and contemporary choices using marginal analysis. **E 1 (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…** a. applying the concept that personal choices often have long-run intended and unintended consequences using historical examples. **E 1 (9-12) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…** a. differentiating between subsistence, traditional, mixed, command, and market economies. b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

Organization for Women (NOW)
- The Equal Rights Amendment
- 1968
- Counter culture
- Apollo
- Woodstock

Watergate

- Richard Nixon
- The Plumbers
- Watergate hearings
- Obstruction of Justice
- Resignation / Pardon

Topic: Civil Rights Movement

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What were some effects of segregation on American society? How did the African American struggle for	The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens regardless of race. - Truman desegregated the armed forces.	Classroom activities to include formative (25% of grade) and summative	**HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…** a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.

equality become a mass movement? How did the law support the struggle for equality for African Americans?	**Some effects of segregation** • Separate educational facilities and resources for white and African American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races **Civil Rights Movement** • Ku Klux Klan • *Plessy v. Ferguson*—"Separate but equal" • The Warren Court • *Brown v. Board of Education* • Martin Luther King, Jr • Rosa Parks—Montgomery bus boycott • Little Rock Nine • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the National Association for the Advancement of Colored People (NAACP) • Southern Non-Violent Coordinating Committee (SNCC) • Malcolm X • Civil Rights Act of 1964 • Watts • Voting Rights Act of 1965 • Black Panthers	(75% of grade) assessments Note taking Chapter quizzes Chapter test Close reading / Document based questions	b. contrasting how cultural groups have conflicted over land use issues. c. evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. **HP (9-12) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historic**al consequences by… a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events. b. describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence. **HP 5: Human societies and cultures develop and change in response to human needs and wants.** **HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…** b. investigating the role of demographic factors (gender, ethnicity, class)U in creating cultural diversity in a society. c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).

NORTH KINGSTOWN HIGH SCHOOL

DEMOCRACY CURRICULUM

Democracy			
Unit 1: Government and Democracy			
Topic: Philosophical Foundations of Government			
Essential Questions	**Essential Understandings / Knowledge**	**Assessments / Assignments**	**Standards**
Why do governments exist?	**There are many philosophies supporting and opposing government.** Philosophies of government including works of: Sir Francis Bacon Thomas Hobbes Jean Jacques Rousseau Voltaire John Locke	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Quiz(s) Government Purpose / Priority Assignment Close article readings from various periodicals	**C&G 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by…** a. describing or explaining competing ideas about the purposes and functions of politics and government b. comparing and contrasting different forms of government and their purposes c. explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy – Democratic republic) d. distinguishing between the rule of law and the "rule of men" (e.g., Korematsu v. U.S. and Japanese internment during WWII)

Topic: Types of Government

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards

Why do people or nations choose Democracy?	**There are numerous types of governments**
	
	Types of Governments include:
	
	• Anarchy
	• Aristocracy
	• Monarchy
	  o Absolute
	  o Parliamentary
	  o Constitutional
	• Theocracy
	• Democracy
	  o Direct
	  o Republican
	    ▪ Parliamentary
	    ▪ Presidential
	    ▪ Constitutional
	• Socialism
	• Totalitarian / Authoritarian
	  o Communism
	  o Fascism
	  o Military Dictatorship
		Types of Government Assignment
		
		Quiz(s)
		
		Close article readings from various periodicals
			C&G 1 (9-12) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by…
			
			a. identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security)
			
			b. explaining how political authority is obtained and legitimized
			
			c. examining the historical origins of power and how that power has been exercised over time (e.g., divine right, popular sovereignty, social contract, "regime of truth")
			
			C&G 4 (9-12) –1 Students demonstrate an understanding of political systems and political processes by…
			
			a. comparing and contrasting U.S. systems of government with others

Democracy

Unit 2: United States Government Structures

Topic: The Constitution

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards

What are the governing philosophies behind the Constitution?
 	
How is the national government structured?
 	
How does the Constitution apply to you
	The United States Constitution is a representative government infused with democratic principles.
	
	United States Constitution
	
	• **Philosophical roots**
	  ○ Articles of Confederation
	  ○ Locke, Voltaire, Montesquieu.
	• **Government Principles**
	  ○ Separation of Powers
	  ○ Federalism
	  ○ Checks and balances
	  ○ Rights of the minority
	  ○ Majority Rule vs. Minority Rights
	• **The Constitution**
	  ○ Preamble
	  ○ Article 1
	  ○ Article 2
		Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments
		
		Assessments include:
		
		• Government Packet Assignments (formative)
			C&G 2 (9-12) –1Students demonstrate an understanding of United States government (local, state, national) by…
			
			a. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review
			
			b. analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event
			
			c. identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)
			
			d. critically examining the principles, traditions, and precedents of American constitutional government

| as an American citizen? | o Article 3
o Article 4
o Article 5
o Article 6
o Article 7
o Bill of Rights
o Amendments | • Quizzes (formative)
• Test (summative)

Sources include:

• Teacher notes and/or Power Point
• United States Constitution
• Related readings
Close article readings from various periodicals | **C&G 2 (9-12) –2 Students demonstrate an understanding of the democratic values and principles underlying the US government by…**

a. interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents (e.g., RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, Pledge of Allegiance)

b. analyzing the inherent challenges involved in balancing majority rule and minority rights

c. identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination)

d. discussing different historical understandings/ perspectives of democracy |

Topic: The Rhode Island Constitution

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
How does the Rhode Island Constitution differ from the federal Constitution?	The Rhode Island Constitution is modeled after the United States Constitution. **Rhode Island Constitution** 1. Declaration of Certain Constitutional Rights and Principles 2. Suffrage 3. Of Qualification for Office 4. Of Elections and Campaign Finance 5. Of the Distribution of Powers 6. Of the Legislative Power 7. Of the House of Representatives 8. Of the Senate 9. Of the Executive Power 10. Of the Judicial Power 11. Of Impeachments 12. Of Education 13. Home Rule for Cities and Towns 14. Constitutional Amendments and Revision 15. General Transition	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Sources may include: • Teacher notes and/or Power Point • United States Constitution • Related readings Close article readings from various periodicals	**C&G 2 (9-12) –1 Students demonstrate an understanding of United States government (local, state, national) by…** a. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review b. analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event

Topic: The North Kingstown Government

Essential Questions	Essential Understandings / Knowledge	Assessments /Assignments	Standards
How is the North Kingstown Government Structured?	The North Kingstown Government is a town representative government accessible to the town's people. **North Kingstown Government** • Town Profile • Town Council • Town Manager • Government Boards / Committees • School Committee	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Sources may include: • Census Data / Information • Teacher notes and/or Power Point • Town Charter • Town Government Chart • Close article readings from various periodicals	**C&G 2 (9-12) –1 Students demonstrate an understanding of United States government (local, state, national) by…** a. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review b. analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event

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Topic: Current Government Officials

Essential Questions	Essential Understandings / Knowledge	Assessments /Assignments	Standards

Who are the current power holders in national, state, and local government?
 	
What are the responsibilities for national, state, and local government leaders?
	United States Government Officials and Responsibilities
	
	• President
	• Vice President
	• Cabinet members
	• Speaker of the House
	   o Rhode Island Representatives
	• President Pro-tempore
	   o Rhode Island senators
	• Supreme Court Justices
	
	Rhode Island Government Officials and Responsibilities
	
	• Governor
	• Lieutenant Governor
	• Secretary of State
	• Treasurer
	• Attorney General
	• Commissioner of Education
	• Board of Education
	• Speaker of the House
		Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments
		
		Assessments / Assignments include:
		
		• Government Officials Assignment (utilizing government web sites)
		• Test
			C&G 2 (9-12) –1Students demonstrate an understanding of United States government (local, state, national) by…
			
			a. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review
			
			b. analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event
			
			c. identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)
			
			HP 1 (9-12) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by…
			
			d. using technological tools in historical research

	o North Kingstown representatives
	• President Pro-tempore
	   o North Kingstown senators
	• Supreme Court Justices
	
	North Kingstown Government Officials and Responsibilities
	
	• Town Manager
	• Town Council
	• School Committee
	   o Superintendent
	   o Principals
		Sources include:
		
		• Town Charter
		• Town Government Chart
		• Close article readings from various periodicals	

Democracy			
Unit 3: Socio-Economic Issues in Government			
Essential Questions	**Essential Understandings / Knowledge**	**Assessments /Assignments**	**Standards**
How do economic considerations impact the running of the government?	Various economic philosophies and ideas that impact the running of the United States government. Economic systems; • Capitalism • Socialism Competing ideologies: • Conservatism • Liberalism	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Class Liberal/ Conservative Debate Close reading of various periodical readings	**C&G 5 (9-12)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by…** a. describing the interconnected nature of a contemporary or historical issue b. analyzing and evaluating a contemporary or historical issue (e.g. free trade versus fair trade, access to medical care and terrorism) **C&G 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by…** a. predicting outcomes and possible consequences of a conflict, event, or course of action b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act

	Political Parties: • Democratic • Republican • Third Party Financing Government: • Tax Codes • Taxation • Balanced Budget • Deficit spending • Debt Government Programs • Entitlement • Social Security • Medicare		**E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts by…** a. applying the concept that choices involve trade-offs in real world situations or historical contexts. b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts. c. evaluating historical and contemporary choices using marginal analysis. . **E 1 (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…** a. applying the concept that personal choices often have long-run intended and unintended consequences using historical examples. b. evaluating personal choices using a cost-benefit analysis. **E 1 (9-12) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…** b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

| | Issues:

• Privacy
• Lobbying
• Corruption in politics
• Graft / Pork Barrel Politics
• Media Influence
• Campaign finance | | **E 3 (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by…**

a. identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs.

b. evaluating the government's monetary and fiscal policies.

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

b. interpreting source materials (e.g., media reports) about economic conditions and explain how these conditions influence decisions made by policy makers.

Craft and Structure:

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |

			9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Democracy

Unit 4: Types of Citizenship in a Democracy

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
What type of citizens are there in a Democracy?	There are many types of citizens in a society including: • Apathetic • Participatory • Responsible • Justice Oriented	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments Assessments / Assignments include: • Reading • Review Sheet for film; *Lions for Lambs* Close reading of various	**C&G 4 (9-12) –3 Students participate in a civil society by…** a. critically reflecting on their own civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference) **HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…** a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.

		periodical readings	

Democracy

Unit 5: Dialogues In Democracy Project

Essential Questions	Essential Understandings / Knowledge	Assessments / Assignments	Standards
How does the citizen change or maintain practices in society lawfully?	The citizen can change society via numerous methods including: • Researching an issue of concern • Understanding the power structure • Proposing a change • Campaigning for change **Essential Skills:** Means of affecting change may include; • Letter of inquiry • Petition • Survey • Letter the editor • Press release • Lobbying	Classroom activities to include formative (25% of grade) and summative (75% of grade) assessments • Formative Assignments include creating: • Logo creation • Letter of inquiry • Petition • Survey	**C&G 3 (9-12) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by…** a. identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights Z b. accessing the political system (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/buycotting) c. describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. **C&G 4 (9-12) –2 Students demonstrate their participation in political processes by…** a. using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action (e.g., new school policy or local, national, or international public policy) b. working individually or with others to identify, propose, and

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• Informational pamphlet
 	
Essential Skills:
 	
Research process:
 	
    • Thesis
    • Collect evidence
    • Re-evaluate thesis
    • Build argument
    • Conclude Argument
 	
Essential Skills:
 	
Presentation of Argument
 	
    • Organization of Exhibit Board
        ○ Thesis
        ○ Support information
        ○ Conclusion
        ○ Layout of information
        ○ Aesthetics
    • Speech
        ○ Voice
        ○ Eye contact
        ○ Body language
        ○ Use of exhibit board
        ○ Processing of opposing arguments
	• Letter the editor
	• Press release
	• Lobbying script
	• Pamphlet
	
	Close reading of various periodical readings
	
	Summative Assignments (75% of grade) include:
	
	• Citizen Toolkit (anchor)
	• Dialogues in Democracy Project
	• Includes: *Exhibit board
	
	  *Community presentation
		carry out a community/civic engagement project/initiative (e.g., making the community aware of an issue, organizing a workshop)
		
		C&G 5 (9-12)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by…
		a. describing the interconnected nature of a contemporary or historical issue
		b. analyzing and evaluating a contemporary or historical issue (e.g. free trade versus fair trade, access to medical care and terrorism)
		
		C&G 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by…
		a. predicting outcomes and possible consequences of a conflict, event, or course of action
		b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action
		c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act
		
		Key Ideas: 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
		
		Text Types and Purposes:
		
		1. Write arguments focused on discipline-specific content.
		a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically

| | | | sequences the claim(s), counterclaims, reasons, and evidence. |
| | | | |

sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

3. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Consulted Resources

The following resources were consulted in writing the North Kingstown School Department Social Studies Curriculum.

National Council for Social Studies Curriculum Standards

National Council for Geographic Education Standards

The Common Core Standards

Rhode Island Grade Span Expectations