

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 1 (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...		Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading
a. <u>identifying the basic functions of government</u>	a. <u>identifying and explaining the origins and basic functions of government</u>	Is government necessary?	<ul style="list-style-type: none"> Enduring documents: <i>Magna Carta</i>, <i>Declaration of Independence</i>, <i>Bill of Rights</i>, <i>Hammurabi's Code</i> Functions of government, town meeting in a colony
b. <u>listing and defining various forms of government</u> (e.g., dictatorship, democracy, parliamentary, monarchy)	b. <u>comparing and contrasting</u> different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)	What are the differences and similarities among various forms of government?	<ul style="list-style-type: none"> Massachusetts theocracy William Blackstone, Roger Williams, Anne Hutchinson, Mary Dyer, Samuel Gorton
c. <u>citing examples of when major changes in governments have occurred</u> (e.g., American Revolution, Hammurabi's Code, Rhode Island Royal Charter/ RI Constitution)	c. <u>explaining what happens when political structures do or do not meet the needs of people</u> (e.g., democracy v. anarchy)	How and why do governments change over time?	<ul style="list-style-type: none"> Personalities of Coddington and William Harris American Revolution RI Royal Charter, RI Constitution
	d. <u>explaining how geography and economics influence the structure of government</u>	What factors influence the structure of government?	<ul style="list-style-type: none"> Rhode Island: Narragansett Bay central to a ring of communities, central waterway, central highway
C&G 1 (5-6) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	C&G 1 (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...		Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. <u>identifying and summarizing the rule of law, using various enduring/ significant documents</u> (e.g., <i>Magna Carta</i> , <i>Preamble of U.S. Constitution</i> , <i>U.N. Rights of the Child</i> , "I Have A Dream" speech)	a. <u>comparing and contrasting</u> the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g. <i>Magna Carta</i> , <i>Preamble of U.S. Constitution</i> , <i>U.N. Rights of the Child</i> , "I Have A Dream" speech)	What is the rule of law and how did it develop?	<ul style="list-style-type: none"> <i>The Articles of Confederation to the Constitution/ Hammurabi's Code to the Magna Carta</i> <i>Magna Carta to Constitution</i>
b. <u>identifying and describing the role of individuals</u> (e.g., Thomas Jefferson, George Washington, Thomas Paine) <u>as authority figures/ leaders in the creation of government</u>	b. <u>explaining why the rule of law is necessary to the role of government</u> (e.g., debate/ Robert's Rules of Order, classroom procedures)	Why is the rule of law necessary to the role of government?	<ul style="list-style-type: none"> Silas Downer – writer, Nathanael Greene, O.H. Perry, Stephen Hopkins – writer Women printers – Anne Franklin, S. Goddard, E. Roosevelt
	c. <u>defining and identifying the nature of authority and sources of power</u>	What are authority and power, how are they alike and different?	<ul style="list-style-type: none"> Military force as represented by Gaspee, British annexation and occupation

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C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 2 (5-6) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...	How is the United States Constitution a living document?	Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. identifying and <u>describing the function of the three branches</u> (i.e., checks and balances, separation of powers)	a. identifying the functions of the three branches of government; <u>and analyzing and describing the interrelationship among the branches</u> (i.e., checks and balances/ cause and effect, separation of powers)	Is the pen mightier than the sword? How can/does a written document (or speech) affect the structure and function of government?	<ul style="list-style-type: none"> Organizational structure of the <i>Constitution</i> <i>Declaration of Independence, Articles of Confederation, Constitution, Mayflower Compact, Federalist Papers</i> Rhode Island and separation of powers
b. identifying how power is divided and shared among the levels of the United States government	b. <u>explaining how and why</u> power is divided and shared among the levels of government (federalism)	Why is federalism important and how does it affect the balance of power in government?	<ul style="list-style-type: none"> Separation of powers, states' rights, impost Articles of Confederation
c. <u>explaining how a bill becomes a law</u>	c. <u>tracing the process of how an idea transforms into a bill</u> and then becomes a law	What are the connections between the branches in the legislative process?	<ul style="list-style-type: none"> Committee, Amendment, Veto, Override, Compromise, Constitutionality
G&C 2 (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...	C&G 2 (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...		Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination	a. <u>explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</u>	Are values derived from the governed or does the government dictate the values?	<ul style="list-style-type: none"> Gettysburg Address, Washington's Farewell Address Separation of church and state Native American rights, Smoke Shop case
b. <u>identifying enduring documents</u> (e.g., <i>Bill of Rights, U.S. Constitution</i>) that <u>reflect the underlying principles of the United States</u>	b. <u>using a variety of sources to identify and defend a position on a democratic principle</u> (e.g., self-government in <i>Declaration of Independence</i> , women's rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington's letter to the Touro Synagogue)	How have democratic principles been demonstrated (in documents, speeches, actions, etc.) throughout U.S./ R.I. history?	<ul style="list-style-type: none"> Martin Luther King's "I Have A Dream" Speech, Kennedy's Inaugural Address, <i>Declaration of Independence</i>
c. exhibiting and explaining what it means to be <u>a responsible citizen in the community</u>	c. exhibiting and explaining what it means to be <u>a responsible citizen in the state and nation</u>	How do responsible citizens demonstrate democratic values and principles?	<ul style="list-style-type: none"> Ebenezer Knight Dexter, John Clarke Trust, Providence Female Charitable Facility, Honest Wall – Children's Friends Facility Hall of Fame

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C&G 3: In a democratic society, all of the people have certain rights and responsibilities.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 3 (5-6) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...	C&G 3 (7-8) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...		Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. <u>defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”</u>	a. <u>defining and applying the concepts: “civic”(adj.), “civics”(n), “civil,” “citizen,” and “rights”</u>		
b. <u>identifying citizen’s rights in a democratic society (personal, economic, legal, and civic)</u>	b. <u>evaluating and defending a position on issues involving individual rights</u> (personal, economic, legal, or political rights reflected in the <i>Bill of Rights</i>)	What are human rights (e.g., Seth Luther)	<ul style="list-style-type: none"> • <i>U.N. Declaration of Human Rights</i>, Student Rights • School governance • Civil Rights Movement • <i>International Rights of The Child</i> • Implied vs. Written Rights
c. <u>identifying a citizen’s responsibilities in a democratic society</u> (personal, economic, legal, and civic)	c. <u>analyzing and defending a position on an issue involving civic responsibilities</u> (personal, economic, legal or political rights)	What is a “good” citizen? (e.g., Roger Williams ship metaphor)	<ul style="list-style-type: none"> • Duties vs. Obligations, Common Good vs. Individual Needs
d. <u>identifying conflicts between individual rights and the common good</u> (e.g. Eminent domain, airport expansion, Sicutate Reservoir, Coastal Access)	d. <u>providing examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility</u>	Whose rights are “more” right?	<ul style="list-style-type: none"> • “Grass-roots movement” • Eminent Domain • Civil liberties
C&G 3 (5-6) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (7-8) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	Can one (person/group) make a difference? (e.g., Farmers’ fishing rights on Blackstone River v. mill owners)	Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. <u>identifying and explaining specific ways rights may or may not be exercised</u> (e.g., civil rights)	a. <u>identifying an issue, proposing solutions, and developing an action plan to resolve the issue</u>	What are the limits to individual/group rights? How may issues surrounding those limits be dealt with?	<ul style="list-style-type: none"> • Persuasive Essay • Project Citizen • Service Learning Projects • Environment of Narragansett Bay: industry v. recreation
b. <u>recognizing potential conflicts within or among groups</u> , brainstorming possible solutions, and reaching compromises (e.g. discrimination, bullying)	b. <u>identifying and explaining how an action taken by an individual or a group impacts the rights of others</u>	How can a person’s actions or a group’s actions create multiple reactions?	<ul style="list-style-type: none"> • Martin Luther King • Gandhi • Nelson Mandela • Rosa Parks • Local, contemporary issues
c. <u>explaining the judicial process</u> - due process – local, state, and federal (e.g. school discipline policy, truancy court, appeals process)	c. <u>identifying the impact of an historic court case</u>	How are individual/group rights and responsibilities expressed within the judicial process? How do court cases impact individual/group rights and responsibilities?	<ul style="list-style-type: none"> • Gordon Trial – elimination of death penalty • District, state, and federal courts

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C&G 4: People engage in political processes in a variety of ways.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 4 (5-6) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (7-8) –1 Students demonstrate an understanding of political systems and political processes by...		Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. <u>explaining how leaders are selected or elected</u> (e.g., election process, appointment process, political parties, campaigns)	a. <u>explaining how various factors affect how leaders are selected or elected through an election process</u> (e.g., election process, public agenda, special interest groups, and media)	Who runs for political office? Who wins and why? What is the role of communication in the political process?	<ul style="list-style-type: none"> • Democrat, Republican • Student Council • Primary, Caucus, Referendum • Electoral College, Town Meeting
b. <u>listing the “labels” that individuals may give themselves within a political process</u> (e.g., radical, liberal, conservative, environmentalist, Democrat, Republican)	b. <u>describing how and why individuals identify themselves politically</u> (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)	How does political identification of individuals strengthen or weaken a society? How does it affect the political process?	<ul style="list-style-type: none"> • Nativists – Know Nollug v. Native Americans • Political parties, ideological identification • Rhode Island’s political culture (e.g., Republican government and Democratic majority)
c. <u>identifying, comparing, and contrasting different “political systems”</u> (e.g., monarchy, democracy, feudal)	c. <u>evaluating the strengths and weaknesses of various political systems</u> (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)	How are various political systems alike and different?	<ul style="list-style-type: none"> • Party System, Organized Labor • Ideologies (7-8) • Special Interest Groups (7-8)
	d. <u>examining how elections are/can be vehicles of change</u>	How do the outcomes of elections influence the political system?	<ul style="list-style-type: none"> • Unicameral, Bicameral • Confederacy • Protectorate • Dictatorship, Theocracy, Oligarchy
	e. <u>recognizing multiple perspectives on historical or current controversial issues</u>	Why is it important to recognize multiple perspectives on controversial issues?	<ul style="list-style-type: none"> • Open-mindedness • Current political issues

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C&G 4: People engage in political processes in a variety of ways. (continued)			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 4 (5-6)-2 Students demonstrate their participation in political processes by...	C&G 4 (7-8)-2 Students demonstrate their participation in political processes by...	.	Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes
a. <u>using a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom</u> (e.g., letter to the editor, student exhibition, persuasive essay, article in school newspaper)	a. <u>expressing and defending an informed opinion</u> and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)	Why is effective communication of an informed opinion an integral part of the political process?	<ul style="list-style-type: none"> Public issues Current events Writing a letter, article, essay
b. <u>describing the voting process for a local, state, or national election</u>	b. <u>describing their role and impact in the voting process</u>	Does my vote make a difference?	<ul style="list-style-type: none"> Mock elections Surveys and polls School elections
c. engaging in the political process (e.g., voting in school elections)	c. engaging in the political process (e.g., mock elections)	Why is it important to engage in the political process?	<ul style="list-style-type: none"> Mock elections Surveys and polls School elections
C&G 4 (5-6) –3 Students participate in a civil society by...	C&G 4 (7-8)-3 Students participate in a civil society by...		Related CCSS: Writing – Literacy in History/SS: Text Types and Purposes
a. <u>demonstrating respect for the opinions of others</u> (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives)	a. demonstrating an <u>understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, <u>voicing alternative points of view, recognizing bias</u>)	What is civic virtue?	<ul style="list-style-type: none"> Civility, honesty, and compassion
b. <u>demonstrating the ability to compromise</u> (e.g., offering solutions, persisting to resolve issues)	b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)	What is compromise and how is it important in civil society?	<ul style="list-style-type: none"> Open mindedness, negotiations Contracts/treaties
c. <u>taking responsibility for one’s own actions</u> (anticipating and accepting consequences)	c. <u>recognizing the cause(s) and effect(s) of taking a civil action</u>	How does understanding the cause(s) and effect(s) influence one’s actions (particularly civil actions)?	<ul style="list-style-type: none"> Self-discipline Self-governance
d. <u>identifying and accessing reliable sources to answer questions about current important issues</u> (e.g. news media, children’s news magazines)	d. utilizing a variety of reliable sources <u>to develop an informed opinion</u>	What is a reliable source?	<ul style="list-style-type: none"> Critical mindedness

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C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.			
GSEs Grades 5-6	GSEs Grades 7-8	Essential Questions	Potential Topics/Resources
<p>C&G 5 (5-6)– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</p>	<p>C&G 5 (7-8) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</p>		<p>Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas</p>
<p>a. <u>identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others</u></p>	<p>a. tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (trade, transportation, communication)</p>	<p>Where in the world do consumer products come from? How are people in the world interconnected? Who am I in relation to the world?</p>	<ul style="list-style-type: none"> • Model United Nations, NAFTA, NATO • Internet, Red Cross • Destruction of rainforest • Legal and Illegal Trade (oil, drug, human trafficking) • Irish and Portuguese relief programs • Local units or chapters
<p>b. locating where different nations are in the world in relation to the U.S.</p>	<p>b. identifying, describing, and explaining how people are <u>politically, economically, environmentally, militarily, and (or) diplomatically connected</u> (e.g., World Bank, UN, NATO, European Union)</p>	<p>How do geography and other factors (political, economic, environmental, military, diplomatic) connect people, and how does that connection impact the relationships between/among nations/peoples?</p>	<ul style="list-style-type: none"> • International organizations (e.g., World Bank, IMF, UN) • European Union • Treaties (e.g., NATO)
<p>C&G 5 (5-6) -2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p>	<p>C&G 5 (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p>	<p>How are cultural identities maintained in a global society? (e.g., La Survivance, Italo pride in Mussolini)</p>	<p>Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes</p>
<p>a. <u>identifying and discussing factors that lead to the breakdown of order among societies</u> (e.g., natural disasters, wars, plagues, population shifts, natural resources)</p>	<p>a. identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)</p>	<p>What are positive and negative effects of actions?</p>	<ul style="list-style-type: none"> • Migration/Immigration • Cultural diffusion • Abolition of slavery
<p>b. <u>citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</u></p>	<p>b. <u>considering competing interests on issues that benefit some people and cause other people to suffer</u> (e.g. slavery, whaling, oil exploration)</p>	<p>How are some issues (social, technological, geographical, economical, cultural) beneficial to some people and harmful to others?</p>	<ul style="list-style-type: none"> • Slavery • NAFTA • Immigration policies
<p>C&G 5 (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</p>	<p>C&G 5 (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</p>		<p>Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes</p>
<p>a. <u>identifying and analyzing the effects of consumer choice</u> (environmental, communication, political)</p>	<p>a. <u>making predictions</u> as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)</p>	<p>How do our individual and national choices impact our world?</p>	<ul style="list-style-type: none"> • Alternative energies (e.g., wind farms) • The U.S. economy and supply/demand
<p>b. <u>explaining how actions taken or not taken impact societies</u> (e.g., natural disasters, incidences of social injustice or genocide)</p>	<p>b. <u>summarizing a significant situation; proposing and defending actions to be taken or not taken</u> (e.g., pollution, consumption, conservation)</p>	<p>How does action (or a lack of it) in significant situations affect societies and impact the world?</p>	<ul style="list-style-type: none"> • Civil War, Rwanda • Cherokee Removal • Holocaust • Contemporary Issues

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HP 1: History is an account of human activities that is interpretive in nature.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
HP 1 (5-6) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (7-8) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...		Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas
a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u>	a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity	What different kinds of information can be found in different sources?	<ul style="list-style-type: none"> • 17th Century Rhode Island town map • Sullivan Ballou Letter- Civil War • “Rhode Island Box” • Gravestones - John Stevens • Rhode Island toys/dolls
b. <u>using sources to support the stories of history</u> (<i>How do we know what we know?</i>)	b. <u>drawing inferences from Rhode Island History about the larger context of history</u> (e.g., Opening of Japan, Separation of Church and State, Industrialism)	Where does our understanding of history come from?	<ul style="list-style-type: none"> • Rhode Island’s role in world history
c. <u>asking</u> and answering historical questions, organizing information, and <u>evaluating information in terms of relevance</u>	c. asking and answering historical questions, <u>evaluating sources of information</u> , organizing the information, and evaluating information in terms of relevance <u>and comprehensiveness</u>	What does this information tell me about the topic and how useful is it?	<ul style="list-style-type: none"> • Architecture: Suburban house vs. Mansions • Rhode Island State Charter • Portrait of Thomas Wilson Dorr • Oral History
d. <u>identifying the point of view of a historical source</u> (e.g. media sources)		How does the point of view influence the information presented?	<ul style="list-style-type: none"> • Influence of geography on Rhode Island • Child labor • Attitudes about immigration • Media
HP 1 (5-6) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...		Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas Writing – Literacy in History/SS: Research to Build and Present Knowledge
a. <u>investigating and summarizing historical data in order to draw connections between two events</u> and to answer related historical questions	a. investigating and <u>analyzing historical and visual data in order to draw connections between a series of events</u>	How does what we know change over time?	<ul style="list-style-type: none"> • Connecting the RI maritime trades to the development of insurance and banks. • Connecting King Phillip’s War with on-going Native American relations • Bristol Fountain – who owns it? “Great People” vs. Portuguese • Revolution: Newport’s decline, Providence’s rise • Slater & water power – key growth in the American Industrial Revolution
	b. <u>developing, expanding, and supporting an historical thesis, based on a series of events</u>	How are certain events interrelated and what is the significance of that connection?	

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HP 2: History is a chronicle of human activities, diverse people, and the societies they form.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
<p>HP 2 (5-6) – 1 Students connect the past with the present by...</p>	<p>HP 2 (7-8) –1 Students connect the past with the present by...</p>		<p>Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes</p>
<p>a. <u>identifying sequential events, people, and societies that have shaped RI today</u></p>	<p>a. <u>determining the cause(s) and effect(s) of specific historical events that impact RI today</u></p>	<p>How have various religious and ethnic groups shaped RI?</p>	<ul style="list-style-type: none"> • Immigration • RI Mills/Industrial Revolution • RI Fishing/Maritime Trades • Infrastructure-interstate/bridges
<p>b. <u>comparing and contrasting the development of RI ethnic history to the nation's history</u> (e.g., <i>What historical factors makes RI unique?</i>; immigration, settlement patterns, religion, resources, geography)</p>	<p>b. <u>analyzing the impact</u> of RI's ethnic development on local, state, and national history</p>	<p>Why does what happened in the past matter to me today?</p>	<ul style="list-style-type: none"> • Various Ethnic and Religious Groups • Village/neighborhood community • Cross-pollenization of RI technology
<p>c. <u>identifying and describing how national and world events have impacted RI and how RI has impacted world events</u> (e.g., China Trade, WWII, Industrial Revolution)</p>	<p>c. <u>analyzing and evaluating</u> how national and world events have impacted RI and how RI has impacted world events</p>	<p>How does RI reflect multiculturalism? How is RI connected to the world?</p>	<ul style="list-style-type: none"> • Community today and its history • Rhode Island's role in international events/trends
<p>HP 2 (5-6) – 2 Students chronicle events and conditions by...</p>	<p>HP 2 (7-8) – 2 Students chronicle events and conditions by...</p>		<p>Related CCSS: Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</p>
<p>a. <u>placing key events and people of a particular historical era in chronological sequence</u></p>	<p>a. <u>identifying key events and people of a particular historical era or time period</u> (e.g., centuries, BCE, "The Sixties")</p>	<p>How do we identify various time periods or historical eras (e.g., calendar time, cultural trends, economic trends, etc.)?</p>	<ul style="list-style-type: none"> • Timelines, calendar time, thematic maps • Turning points
<p>b. <u>summarizing key events and explaining the historical contexts of those events</u></p>	<p>b. <u>correlating key events to develop an understanding of the historical perspective of the time period in which they occurred</u> (e.g., Jacksonian Democracy and Dorr's Rebellion, water power and steam power, WWII and women at work)</p>	<p>How is history chronicled?</p>	<ul style="list-style-type: none"> • Personal oral histories • Dorr's Rebellion • Use of newspapers and/or TV/video news in the Cold War and Vietnam
<p>HP 2 (5-6) – 3 Students show understanding of change over time by...</p>	<p>HP 2 (7-8) – 3 Students show understanding of change over time by...</p>		<p>Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas</p>
<p>a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time</u></p>	<p>a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative</u></p>	<p>How do things change but still remain the same?</p>	<ul style="list-style-type: none"> • Evolutionary processes: Narragansett Bay; Changes – industrial /recreational; Mills; • Agriculture to Industrial to Hospitality • Changing the face of neighborhoods • Technology

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

HP 3: The study of history helps us understand the present and shape the future.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
HP 3 (5-6) – 1 Students demonstrate an understanding of how the past frames the present by...	HP 3 (7-8) –1 Students demonstrate an understanding of how the past frames the present by...	How does our understanding of the past influence our actions in the present or future?	Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge
a. <u>identifying historical conditions and events that relate to contemporary issues</u> (e.g., separation of church state, treatment of Native Americans, immigration, gender issues)	a. <u>analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u>	How does looking at the past help us understand the present, and plan/predict the future?	<ul style="list-style-type: none"> • Separation of Powers • Casinos/Lotteries • Civil Rights • Labor Laws • Suffrage- Thomas Wilson Dorr • Abolition- Moses Brown • Roger Williams- Religious Tolerance • Cleaning up the Narragansett Bay
b. answering “what if” questions and using evidence to explain how history might have been different (e.g., <i>How might history be different if Anne Hutchinson hadn’t dissented?</i>)	b. <u>evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences</u> (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)	What if certain events had not happened? (e.g., the 1938 hurricane) What if certain events had happened? (e.g., Providence burned like Chicago)	<ul style="list-style-type: none"> • Women’s movement • “Roads not taken”
HP 3 (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...		Related CCSS: Reading – Literacy in History/SS: Key Ideas and Details; Range of Reading; Integration of Knowledge and Ideas
a. <u>explaining how the similarities of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	a. recognizing and <u>reflecting on</u> how the similarities of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)	Why is history important to me?	<ul style="list-style-type: none"> • Life in the Mills • RI Legacy Theater • Slavery • How do I define myself?: religion, ethnic group, neighborhood, house-style, economic level, relationship to immigration
b. <u>explaining how the differences of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	b. recognizing and <u>reflecting on</u> how the differences of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)	What is heritage?	<ul style="list-style-type: none"> • Empathy and Compassion • Gender issues
c. <u>identifying the cultural influences that shape individuals and historical events</u>	c. <u>comparing and contrasting</u> the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)	How am I influenced by my culture? (e.g., family traditions, peer values)	<ul style="list-style-type: none"> • RI books on Towns • Church Groups • RI Ethnic Heritage Pamphlet Series by Patrick Conley

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.	
GSEs for Grades 5-6	GSEs for Grades 7-8
<p>HP 4 (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>	<p>HP 4 (7-8) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>
<p>a. <u>identifying and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.</u></p>	<p>a. <u>citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion).</u></p>
<p>b. <u>identifying and explaining using specific examples, how shared events affect how individuals and societies adapt and change.</u></p>	<p>b. <u>citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).</u></p>
<p>HP 4 (5-6) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</p>	<p>HP 4 (7-8) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</p>
<p>a. <u>citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</u></p>	<p>a. <u>identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.</u></p>
<p>b. <u>providing historical examples of factors, causes, and reasons that lead to interactions (e.g., exploration of worlds).</u></p>	<p>b. <u>explaining the impact of interactions.</u></p>
<p>c. <u>describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation.</u></p>	<p>c. <u>describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation.</u></p>

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

HP 5: Human societies and cultures develop and change in response to human needs and wants.	
GSEs for Grades 5-6	GSEs for Grades 7-8
<p>HP 5 (5-6) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</p>	<p>HP 5 (7-8) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</p>
a. <u>comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time.</u>	a. <u>identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.</u>
b. <u>providing examples of cultural diversity.</u>	b. <u>applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.</u>
<p>HP 5 (5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>	<p>HP 5 (7-8) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>
a. <u>identifying how cultural expectations impact people's behavior in their community.</u>	a. <u>comparing and contrasting how cultural expectations impact people's behavior and role in different communities/ societies (e.g., student protocols in 1800 vs. today).</u>
b. <u>using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline.</u>	b. <u>using an historical context, describe how diversity contributes to cultural diffusion, acculturation, or assimilation (e.g., "Melting Pot").</u>
c. <u>describing challenges or obstacles a civilization/ country/ nation faced as it grew over time.</u>	c. <u>describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce).</u>
<p>HP 5 (5-6) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>	<p>HP 5 (7-8) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>
a. <u>identifying various factors that impact individual and or group's perspective of events (e.g., social, intellectual, political, economic).</u>	a. <u>describing how and why various factors impact an individual or a group's perspective of events.</u>
b. <u>describing how an individual or group's perspectives change over time using primary documents as evidence.</u>	b. <u>explaining and analyzing how changing perspectives impact history using primary documents as evidence.</u>

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial term.	
GSEs for Grades 5-6	GSEs for Grades 7-8
G 1 (5-6) –1 Students understand maps, globes, and other geographic tools and technologies by...	G 1 (7-8) –1 Students understand maps, globes, and other geographic tools and technologies by...
a. <u>identifying physical features of maps and globes.</u>	a. <u>identifying and utilizing a variety of maps for different purposes.</u>
b. <u>utilizing geographic tools like latitude and longitude to identify absolute location.</u>	b. <u>utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).</u>
c. <u>differentiating between local, regional, and global scales (e.g., location of continents and oceans).</u>	c. <u>analyzing charts and graphs to interpret geographical information.</u>
G 1 (5-6) –2 Students interpret the characteristics and features of maps by...	G 1 (7-8)–2 Students interpret the characteristics and features of maps by...
a. <u>recognizing spatial information provided by different types of maps (e.g., physical, political, map projections).</u>	a. <u>analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.</u>
b. <u>interpreting the spatial information from maps to explain the importance of the data.</u>	

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.	
GSEs for Grades 5-6	GSEs for Grades 7-8
G 2 (5-6) –1 Students understand the physical and human characteristics of places by...	G 2 (7-8) –1 Students understand the physical and human characteristics of places by...
a. <u>explaining and/or connecting</u> how the geographical features <u>influenced population settlement</u> .	a. explaining and/or connecting how <u>and why</u> the geographical features influenced population settlement <u>and development of cultures</u> (e.g., customs, language, religion, and organization).
b. <u>comparing and contrasting</u> patterns of population settlement based on <u>climate and physical features</u> .	a. <u>analyzing and explaining</u> how and why physical and human characteristics of places and regions change over time by citing specific example(s).
G 2 (5-6) –2 Students distinguish between regions and places by...	G 2 (7-8) –2 Students distinguish between regions and places by...
a. <u>comparing and contrasting</u> the characteristics of different types of regions and places.	a. <u>analyzing and explaining</u> the geographical influences that shape regions and places.
b. <u>explaining the difference</u> between regions and places.	
G 2 (5-6) –3 Students understand different perspectives that individuals/groups have by...	G 2 (7-8) –3 Students understand different perspectives that individuals/groups have by...
a. <u>identifying and describing</u> the physical and cultural characteristics that shape <u>different places and regions</u> .	a. <u>analyzing and explaining</u> how geography influences cultural perspectives <u>and experiences and shapes how people view and respond to problems differently</u> (e.g., urban vs. rural).
b. <u>researching</u> a region to analyze how geography shapes that culture's perspective (e.g., demographics, climate, natural and man-made resources).	
G 2 (5-6) –4 Students understand how geography contributes to how regions are defined / identified by...	G 2 (7-8) –4 Students understand how geography contributes to how regions are defined / identified by...
a. <u>identifying formal</u> (e.g., United States of America), <u>vernacular</u> (e.g., the Middle East, South County), <u>and functional regions</u> (e.g., cell phone service area).	a. understanding the difference between formal, vernacular, and functional regions.
b. <u>explaining</u> how regions may change over time (e.g., physical, cultural, political, and economic changes).	b. <u>categorizing and evaluating</u> a variety of factors (e.g., culture, immigration) of <u>a defined region</u> .

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	
GSEs for Grades 5-6	GSEs for Grades 7-8
<p>G 3 (5-6) –1 Students understand why people do/do not migrate by...</p> <p>a. <u>identifying and explaining the push and pull factors that lead to a decision to migrate.</u></p>	<p>G 3 (7-8) –1 Students understand why people do/do not migrate by...</p> <p>a. <u>analyzing how migration affects a population.</u></p>
<p>G 3 (5-6) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. <u>use evidence to correlate how geography meets or does not meet the needs of the people.</u></p>	<p>G 3 (7-8) –2 Students understand the interrelationships of geography with resources by...</p> <p>a. <u>analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/civilizations.</u></p>
<p>G 3 (5-6) –3 Students understand how geography influences human settlement, cooperation or conflict by...</p> <p>a. <u>recognizing and justifying how geography influences human settlement, cooperation and conflict.</u></p>	<p>G 3 (7-8) –3 Students understand how geography influences human settlement, cooperation or conflict by...</p> <p>a. <u>using evidence to build a logical argument in support or in opposition to expansion of human settlement.</u></p>

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.	
GSEs for Grades 5-6	GSEs for Grades 7-8
<p>G 4 (5-6) -1 Students explain how humans depend on their environment by... a. <u>researching and reporting how humans depend on the environment.</u></p>	<p>G 4 (7-8)-1 Students explain how humans depend on their environment by... a. <u>analyzing how human dependence on the environment impacts political, economic and social decisions.</u></p>
<p>b. <u>explaining how human dependence on environment influenced development of civilizations.</u></p>	
<p>G 4 (5-6) -2 Students explain how humans react or adapt to an ever-changing physical environment by... a. <u>identifying and describing human reactions to changes in their physical environment.</u></p>	<p>G 4 (7-8)-2 Students explain how humans react or adapt to an ever-changing physical environment by... a. <u>analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.</u></p>
<p>b. <u>analyzing the impact of human reactions to environmental changes.</u></p>	
<p>G 4 (5-6) –3 Students explain how human actions modify the physical environment by... a. <u>identifying how human actions have changed the physical environment and describe its effects.</u></p>	<p>G 4 (7-8) –3 Students explain how human actions modify the physical environment by... a. <u>making predictions and drawing conclusions about the impact that human actions have on the physical environment.</u></p>

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	
GSEs for Grades 5-6	GSEs for Grades 7-8
<p>E 1 (5-6) –1 Students demonstrate an understanding of basic economic concepts by...</p>	<p>E 1 (7-8) –1 Students demonstrate an understanding of basic economic concepts by...</p>
<p>a. differentiating between human, natural, capital, <u>man-made, and renewable vs. finite</u> resources.</p>	<p>a. <u>explaining the relationship between resources and industry.</u></p>
<p>b. identifying the <u>role of producers and consumers</u> in real-world and historical context.</p>	<p>b. <u>explaining the relationship</u> between the producers in an real-world and historical context.</p>
<p>c. <u>identifying and differentiating between surplus, subsistence, and scarcity.</u></p>	<p>c. <u>researching and analyzing the impact</u> of surplus, subsistence, and scarcity.</p>
<p>E 1 (5-6) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</p>	<p>E 1 (7-8) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</p>
<p>a. <u>comparing the cost and benefits of consumer and producer choices to determine the value.</u></p>	<p>a. <u>explaining the pros and cons of</u> consumer and producer choices.</p>
<p>b. providing examples of how a society defines or determines wealth.</p>	<p>b. <u>describing how a society's definition or determination of value affects distribution of wealth and consumer choices.</u></p>
<p>E 1 (5-6) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</p>	<p>E 1 (7-8) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</p>
<p>a. <u>describing the distribution of goods and services.</u></p>	<p>a. <u>explaining the relationship between availability, distribution, and allocation of goods and services.</u></p>
<p>b. identifying how scarcity impacts the movement of people and goods.</p>	<p>b. <u>explaining</u> how scarcity impacts <u>the organization of society and development of civilization.</u></p>

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.	
GSEs for Grades 5-6	GSEs for Grades 7-8
E 2 (5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...	E 2 (7-8) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
a. <u>identifying the benefits and barriers of different means of exchange</u> (e.g., barter, credit, and currency).	a. <u>explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</u>
b. <u>identifying and explaining how supply, demand, and incentives affect consumer and producer decision making</u> (e.g., division of labor/specialization).	b. <u>comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.</u>
c. <u>comparing and contrasting incentives</u> (i.e., advertising and marketing) related to consumer spending.	c. <u>predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.</u>
E 2 (5-6) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...	E 2 (7-8) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
a. <u>identifying how inventions, innovations, and technology stimulate economic growth.</u>	a. <u>describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.</u>
b. providing examples of how innovations and technology positively or negatively impact industries, economies, cultures, and individuals.	b. <u>explaining</u> how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.

Rhode Island Grade Span Expectations (GSEs) Social Studies: Grades 5-8

E 3: Individuals, institutions, and governments have roles in economic systems.	
GSEs for Grades 5-6	GSEs for Grades 7-8
<p>E 3 (5-6) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...</p>	<p>E 3 (7-8) –1 Students demonstrate an understanding of the interdependence created by economic decisions by...</p>
<p>a. <u>depicting the cyclical relationship of the participants within an economy</u> (e.g., barter, feudal system, global economy).</p>	<p>a. <u>explaining</u> the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).</p>
<p>E 3 (5-6) – 2 Students demonstrate an understanding of the role of government in a global economy by...</p>	<p>E 3 (7-8) – 2 Students demonstrate an understanding of the role of government in a global economy by...</p>
<p>a. <u>identifying how governments provide goods and services in a market economy by taxing and borrowing.</u></p>	<p>a. <u>explaining how government succeeds or fails to provide support in a market economy.</u></p>
<p>b. citing examples of how government policies can positively or negatively impact an economy.</p>	<p>b. <u>identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.</u></p>