

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.			
GSEs for HS Proficiency	GSEs for Extended Learning	Essential Questions	Potential Topics/Resources
<b>C&amp;G 1 (9-12) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...	<b>C&amp;G 1 (Ext) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details;</b> <b>Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Research to Build and Present Knowledge</b>
a. <u>describing or explaining competing ideas about the purposes and functions of politics and government</u>	a. <u>analyzing</u> competing ideas about the purposes and functions of politics and government	Why do people need government? Where does government come from?	<ul style="list-style-type: none"> <li>• The Royal Charter</li> <li>• Dorr Rebellion</li> <li>• Bloodless Revolution</li> </ul>
b. <u>comparing and contrasting different forms of government and their purposes</u>		How are government structures similar or different? Why do certain cultures have different governments?	Development of government in RI from various towns to charter to constitution <ul style="list-style-type: none"> <li>• Providence, 1640 (<a href="http://www.yale.edu/lawweb/avalon/states/ri01.htm">http://www.yale.edu/lawweb/avalon/states/ri01.htm</a>)</li> <li>• Portsmouth, 1641 (<a href="http://www.yale.edu/lawweb/avalon/states/ri02.htm">http://www.yale.edu/lawweb/avalon/states/ri02.htm</a>)</li> <li>• Providence Plantations Patent 1643 (<a href="http://www.yale.edu/lawweb/avalon/states/ri03.htm">http://www.yale.edu/lawweb/avalon/states/ri03.htm</a>)</li> <li>• Charter to Constitution (<a href="http://www.rilin.state.ri.us/Lawrevision/lawsumry.htm">http://www.rilin.state.ri.us/Lawrevision/lawsumry.htm</a>)</li> <li>• Royal Charter 1663 (<a href="http://www2.sec.state.ri.us/special_projects/0304_Owners_Manual/pdf/charter.pdf">http://www2.sec.state.ri.us/special_projects/0304_Owners_Manual/pdf/charter.pdf</a>)</li> <li>• RI Constitution (<a href="http://www.rilin.state.ri.us/gen_assembly/RiConstitution/riconst.html">http://www.rilin.state.ri.us/gen_assembly/RiConstitution/riconst.html</a>)</li> </ul>
c. <u>explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic)		What purposes can be served by different forms of government?	<ul style="list-style-type: none"> <li>• The Royal Charter contrasted with the U.S. Constitution</li> </ul>
d. <u>distinguishing between the rule of law and the “rule of men”</u> (e.g., <i>Korematsu v. U.S.</i> and Japanese internment during WWII)		How is the rule of law different from the rule of individual men/women?	<ul style="list-style-type: none"> <li>• Examples of corruption v. clean-government reform</li> </ul>

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<b>C&amp;G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;G 1 (9-12) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...	<b>C&amp;G 1 (Ext) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...		<b>Related CCSS:</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security)		How do the actions of a government affect individuals and society?	<ul style="list-style-type: none"> <li>• Joshua Verin (<a href="http://www.ricw.ri.gov/committees/comm_verin.php">http://www.ricw.ri.gov/committees/comm_verin.php</a>)</li> <li>• Warning-out system</li> <li>• Evolution of marriage laws, divorce, property, primogeniture, etc.</li> </ul>
b. <u>explaining how political authority is obtained and legitimized</u>		Who gets power and why? How do people attain power?	<ul style="list-style-type: none"> <li>• U.S. Declaration of Independence</li> <li>• May 4<sup>th</sup> 1776 RI Renunciation of Allegiance</li> <li>• Atherton Narragansett Mortgage</li> <li>• Scituate Reservoir</li> </ul>
c. <u>examining the historical origins of power and how that power has been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, “regime of truth”)		How is power used and/or abused?	<ul style="list-style-type: none"> <li>• Rhode Island government</li> <li>• American colonies</li> <li>• Origins of government</li> </ul>

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

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 HS Proficiency	GSEs for Extended Learning	Essential Questions	Potential Topics/Resources
<b>C&amp;G 2 (9-12) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...	<b>C&amp;G 2 (Ext) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u>		What is the purpose of judicial review? What are the traits of judicial review? What are the strengths and weaknesses of the practice of judicial review? How does judicial review enrich democratic values?	<ul style="list-style-type: none"> <li>• Separation of Church and State – freedom of conscience</li> <li>• Gordon Brothers trials 1844</li> <li>• Jim Taricani</li> </ul>
b. <u>analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event</u>		Do the structures of government in the U.S. effectively serve the general welfare?	<ul style="list-style-type: none"> <li>• Separation of powers debate – Common Cause Rhode Island</li> </ul>
c. <u>identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) <u>or other political institutions</u> (e.g., access to the U.S. political process)	c. <u>analyzing</u> how 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)	Whose Constitution is this? How do people gain access, or fail to gain access, to the levers [levels?] of power in U.S. government, and how does that affect justice?	<ul style="list-style-type: none"> <li>• Property ownership and poll taxes – effects of various classes, industrial workers, etc.</li> <li>• Open access to government records, meetings, etc.</li> </ul>
d. <u>critically examining the principles, traditions, and precedents of American constitutional government</u>		What principles, traditions and precedents shaped American constitutional government and how?	<ul style="list-style-type: none"> <li>• <i>Bill of Rights</i></li> <li>• <i>U.S. Constitution</i></li> </ul>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>C&amp;G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;G 2 (9-12) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the US government by...	<b>C&amp;G 2 (Ext) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence, U.S. Constitution, and other documents</i> (e.g., <i>RI Constitution, Seneca Falls Declaration of Sentiments &amp; Resolutions, Supreme Court decisions, Pledge of Allegiance</i>)</u>		How do the United States' enduring documents reflect democratic values and principles?	<ul style="list-style-type: none"> <li>• Plantation Agreement at Providence (1640)</li> <li>• Stephen Hopkins' <i>Rights of the Colonies Examined</i> (1764)</li> </ul>
b. <u>analyzing the inherent challenges involved in balancing majority rule and minority rights</u>		What are the challenges of majority rule?	<ul style="list-style-type: none"> <li>• Eminent domain: Scituate Reservoir</li> <li>• Temperance movement</li> <li>• Marriage rights/divorce</li> </ul>
c. <u>identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination)	c. <u>analyzing</u> 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)	Are there differences between what <i>is</i> and what <i>should be</i> in American democracy?	<ul style="list-style-type: none"> <li>• Slavery</li> <li>• Inequalities in voting and education</li> <li>• Bristol Customs District – Jefferson and the DeWolfs</li> </ul>
d. <u>discussing different historical understandings/perspectives of democracy</u>		What are the democratic principles/values that Americans hold in common? Where is there conflict between the democratic principles and values Americans hold?	<ul style="list-style-type: none"> <li>• Americanization movements 1900-1925, cultural vs. political practices</li> </ul>

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

C&G 3: In a democratic society, all people have certain rights and responsibilities.			
GSEs for HS Proficiency	GSEs for Extended Learning	Essential Questions	Potential Topics/Resources
<b>C&amp;G 3 (9-12) –1</b> Students demonstrate an understanding of citizens’ rights and responsibilities by...	<b>C&amp;G 3 (Ext) –1</b> Students demonstrate an understanding of citizens’ rights and responsibilities by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i></u> (e.g., flag burning and the first Amendment)	a. <u>evaluating, taking, and defending positions</u> on provisions found in the <i>Bill of Rights</i>	Was the <i>Bill of Rights</i> necessary? Why do we need a <i>Bill of Rights</i> ? How are rights defined differently in various contexts? To what extent are they protected?	<ul style="list-style-type: none"> <li>• Roger Williams’ letter to Providence with ship metaphor [remove] writings (<a href="http://college.hmco.com/english/heath/syllabuild/iguide/williamr.html">http://college.hmco.com/english/heath/syllabuild/iguide/williamr.html</a>)</li> <li>• Pawtucket crèche</li> </ul>
b. <u>comparing and contrasting human rights provided for in various seminal documents or materials</u> (e.g., <i>Declaration of the Rights of Man</i> , <i>Universal Declaration of Rights</i> , <i>International Convention on the Rights of the Child</i> , and other international documents)		What are an individual’s personal and civic responsibilities?	<ul style="list-style-type: none"> <li>• Rhode Island Royal Charter and access to waters of Narragansett Bay – Native rights to land and water</li> </ul>
c. <u>evaluating, taking, and defending positions</u> regarding the personal and civic responsibilities of individuals		When are your rights limited for the general welfare? How do you resolve the sources of conflict that you personally have with the system?	<ul style="list-style-type: none"> <li>• Taxation, care for the poor</li> <li>• Obedience to the law</li> </ul>
d. <u>analyzing the scope and limits of personal, cultural, economic, or political rights</u> (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)		Who should be a citizen?	<ul style="list-style-type: none"> <li>• Native American voting rights – Narragansett “detrribalization” – sovereignty and dual citizenship</li> <li>• Sentinelist controversy – French-Canadian &amp; Irish Catholic struggle for power</li> <li>• 1922 Peck Act – English-only education and the impact on French and Italian parochial schools</li> </ul>

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<b>C&amp;G 3: In a democratic society, all people have certain rights and responsibilities. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;G 3 (9-12) –2</b> Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	<b>C&amp;G 3 (Ext) –2</b> Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights</u>	a. <u>evaluating, taking, and defending a position regarding a policy</u> at the school, local, state, national, or international level that affects individual rights	How do public policies directly affect your life?	<ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• Voting age &amp; other requirements to vote</li> <li>• Workers' rights</li> <li>• Qualifications for citizenship</li> </ul>
b. <u>accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/buycotting)		How do you access the political system?	<ul style="list-style-type: none"> <li>• Open records and public meetings – Common Cause</li> </ul>
c. <u>describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u>	c. <u>analyzing</u> how access to institutions affects justice, reward, and power in the U.S.	To what degree can access to justice and power be limited?	<ul style="list-style-type: none"> <li>• Senators Anthony, Aldrich, Pastore</li> <li>• Irish power in government employ and church life</li> <li>• Labor movement</li> </ul>
d. <u>identifying and explaining ways individuals and groups have exercised their rights in order to transform society</u> (e.g., Civil Rights Movement, women's suffrage)	d. <u>critiquing and proposing alternatives to social, political, or economic injustices; using evidence to make predictions about how society might be transformed in the future</u>	How is American society transformed?	<ul style="list-style-type: none"> <li>• Civil Rights Movement</li> <li>• Women's suffrage</li> <li>• Dorr Rebellion</li> <li>• Labor movements</li> </ul>
e. participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive)	e. reflecting on participation in school governance and/or youth leadership development	What responsibilities do I have in school governance?	<ul style="list-style-type: none"> <li>• Student government/campaigns</li> <li>• Service learning projects</li> </ul>

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

C&G 4: People engage in political processes in a variety of ways.			
GSEs for HS Proficiency	GSEs for Extended Learning	Essential Questions	Potential Topics/Resources
<b>C&amp;G 4 (9-12) –1</b> <b>Students demonstrate an understanding of political systems and political processes by...</b>	<b>C&amp;G 4 (Ext)–1</b> <b>Students demonstrate an understanding of political systems and political processes by...</b>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>comparing and contrasting U.S. systems of government with others</u>		How does the U.S. system of government differ from other governments?	<ul style="list-style-type: none"> <li>• U.S. government</li> <li>• World governments</li> </ul>
b. <u>interacting with, analyzing, and evaluating political institutions and political parties in an authentic context</u> (using local, national, or international issues/events that are personally meaningful)	b. interacting with political institutions and/or political parties in order to <u>evaluate how they shape the public agenda</u>	What is the effect of political parties and other political institutions on shaping the public agenda? How are political parties/institutions shaping the public agenda?	<ul style="list-style-type: none"> <li>• Current events/contemporary issues</li> <li>• Politics</li> <li>• Local/state government policy</li> </ul>
c. <u>analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u>	c. <u>critically analyzing a media piece</u> (e.g., political advertisements, news broadcasts, talk radio shows) <u>and assessing its impact on public opinion and behavior</u>	What is the role and influence of a free press in the political process?	<ul style="list-style-type: none"> <li>• (GSE R-10-8.4)</li> <li>• News media formats</li> </ul>
d. <u>selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact</u>	d. <u>evaluating the significance</u> of landmark campaigns and elections in the American political system	Why are some elections “more important” than others?	<ul style="list-style-type: none"> <li>• 1824 – RI shift from Democratic states’ rights to Whig federal protections for manufactures</li> <li>• 1840 – Modern campaigning, popular movements</li> <li>• 1860 – North and South, slavery and secession</li> <li>• 1934 – RI’s shift from Republican to Democratic majorities</li> </ul>
e. <u>analyzing multiple perspectives</u> on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education)	e. analyzing multiple perspectives on historical or current controversial issues <u>to illustrate the complexity involved in obtaining political agreement on contested public issues</u> (e.g., perspectives on immigration)	How do we avoid “present-mindedness” in exploring controversial historical issues? How does discourse reflect different points of view (e.g., political cartoons, speeches, written documents)?	<ul style="list-style-type: none"> <li>• Policies: immigration, environment, education</li> <li>• Political cartoons, speeches</li> </ul>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>C&amp;G 4: People engage in political processes in a variety of ways. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;G 4 (9-12) –2</b> <b>Students demonstrate their participation in political processes by...</b>	<b>C&amp;G 4 (Ext) –2</b> <b>Students demonstrate their participation in political processes by...</b>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS:</b> <b>Integration of Knowledge and Ideas</b>
a. <u>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</u> (e.g., new school policy or local, national, or international public policy)		Can there be more than one solution to a major problem in society? Can every problem be solved completely?	<ul style="list-style-type: none"> <li>• Current events/contemporary issues</li> <li>• Local/state/national/international public policy</li> </ul>
b. <u>working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop)		How can people collaborate to solve the problems of the world? In what ways can I affect change in my own community?	<ul style="list-style-type: none"> <li>• Service learning projects</li> </ul>
c. <u>engaging in and reflecting upon an electoral process</u> in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling)		How is an effective civic project planned and carried out for lasting change? Why does my vote matter? How does the nature of a campaign influence the final result?	<ul style="list-style-type: none"> <li>• School, local, state, national elections</li> <li>• Community boards (e.g., zoning board, environmental commission)</li> </ul>



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<b>C&amp;G 4: People engage in political processes in a variety of ways. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;G 4 (9-12) –3 Students participate in a civil society by...</b>	<b>C&amp;G 4 (Ext) –3 Students participate in a civil society by...</b>		<b>Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes</b>
a. <u>critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference)		What does it take to be a “good” citizen? What is required of each of us to live together in a civil society?	<ul style="list-style-type: none"> <li>• Ebenezer Knight Dexter</li> </ul>
b. identifying and <u>describing the role that various institutions play in meeting the needs of the community</u>	b. understanding and <u>analyzing</u> the assets and needs of their communities and the interactions with various institutions (e.g., interest and advocacy groups, the not-for-profit sector)	What exists in our community to help us live in a civil society?	<ul style="list-style-type: none"> <li>• Community organizations and services</li> <li>• Non-profits</li> </ul>
c. <u>identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties)		Where does public and private life overlap? Where are they in conflict?	<ul style="list-style-type: none"> <li>• Scituate Reservoir</li> <li>• Hillsgrove/ T.F. Green Airport</li> </ul>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>C&amp;G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;G 5 (9-12) – 1</b> <b>Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</b>	<b>C&amp;G 5 (Ext) – 1</b> <b>Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</b>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Integration of Knowledge and Ideas</b>
a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state)		How is the world organized? In what ways is the world organized?	<ul style="list-style-type: none"> <li>• Model UN</li> <li>• Capital Forum</li> <li>• Formal and informal organizations: ex: Nation-State, WTO, IMF, Transnational Corporations, United Nations, al Qaeda, Red Cross)</li> </ul>
b. <u>organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g. politically, socially, culturally, economically, environmentally)		How do individuals, systems and structures relate to and interact with each other?	<ul style="list-style-type: none"> <li>• Merchants and Farmers</li> <li>• Raw materials and industrial production</li> <li>• Maritime culture and the Atlantic world</li> </ul>
<b>C&amp;G 5 (9-12)-2</b> <b>Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</b>	<b>C&amp;G 5-2 (Ext)</b> <b>Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</b>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes</b>
a. <u>describing the interconnected nature of a contemporary or historical issue</u>		How are issues globally interconnected?	<ul style="list-style-type: none"> <li>• Free Trade vs. Fair Trade</li> <li>• HIV/Aids</li> <li>• Immigration vs. emigration</li> <li>• Cultural diffusion</li> <li>• Energy</li> <li>• Environment vs. economic development</li> </ul>
b. <u>analyzing and evaluating a contemporary or historical issue</u> (e.g. free trade versus fair trade, access to medical care and terrorism)		How can global issues affect people differently?	<ul style="list-style-type: none"> <li>• Economics – price of oil (supply/demand)</li> <li>• Environment vs. economic development</li> <li>• Nation study (e.g., China’s views vs. U.S. views)</li> </ul>

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<b>C&amp;G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>C&amp;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>	<b>C&amp;G 5 (Ext)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...</b>		<b>Related CCSS: Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes</b>
a. predicting outcomes and possible consequences of a conflict, event, or course of action		Do the benefits of living in an interconnected world outweigh the challenges? In what ways?	<ul style="list-style-type: none"> <li>• Personal and collective actions: Consumer choices, human/environmental interaction,</li> <li>• Personal vs. Public Choices: Ride bike/Drive car (personal), Kyoto Protocol (Public)</li> <li>• Reduce, Re-use, recycle</li> </ul>
b. identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action</u>		What are the potential consequences of conflict or a course of action?	<ul style="list-style-type: none"> <li>• Current events</li> <li>• U.S. history</li> <li>• Rhode Island history</li> </ul>
c. using <u>deliberation, negotiation, and compromise to plan and develop just solutions to problems</u> (e.g., immigration, limited energy resources, nuclear threat) <u>created when nations or groups act</u>		How can solutions to global problems be constructed that support the general welfare? Is there such a thing as a “just solution” for all?	<ul style="list-style-type: none"> <li>• Current events</li> <li>• Economics – energy, trade, oil, food prices</li> <li>• Immigration</li> <li>• Cultural conflict</li> </ul>

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

HP 1: History is an account of human activities that is interpretive in nature.			
GSEs for HS Proficiency	GSEs for Extended Learning	Essential Questions	Potential Topics/Resources
<b>HP 1 (9-12) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	<b>HP 1 (Ext) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i> , art, oral history, writings of Elizabeth Buffum Chace)		What sources have the most relevant, accurate information? How do various sources support or disprove historical theses or show new angles?	<ul style="list-style-type: none"> <li>• <i>RI Constitution</i>, art, oral history</li> <li>• Writings of Elizabeth Buffum Chace</li> <li>• Providence Grays – finding Messer St. Grounds</li> <li>• Origins of place names</li> </ul>
b. <u>explaining how historical facts and historical interpretations may be different, but are related</u> (e.g., slavery in RI v. economic benefit to RI)		Whose history is it? Why are accounts of the same historical events different?	<ul style="list-style-type: none"> <li>• Slave trade in RI</li> </ul>
c. <u>identifying, describing, or analyzing multiple perspectives on an historical trend or event</u> (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)		How does analyzing multiple perspectives enhance our understanding of history?	<ul style="list-style-type: none"> <li>• Industrial Revolution in RI</li> <li>• Gradual emancipation &amp; Abolition</li> <li>• RI government: separation of powers</li> </ul>
d. <u>using technological tools in historical research</u>	d. using a variety of technological tools in historical research <u>and interpretation</u> (e.g., master database of graveyards; census records, online school reports, online state tax records)		<ul style="list-style-type: none"> <li>• RI Libraries image databases (<a href="http://www.provlib.org/ri_image/Providence_Library/index.html">http://www.provlib.org/ri_image/Providence_Library/index.html</a>)</li> <li>• Mapping with historic maps and contemporary satellite images</li> </ul>
<b>HP 1 (9-12) –2</b> Students <i>interpret history as a series of connected events with multiple cause-effect relationships, by...</i>	<b>HP 1 (Ext) –2</b> Students <i>interpret history as a series of connected events with multiple cause-effect relationships, by...</i>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events</u>	a. <u>analyzing</u> cause and effect relationships <u>showing multiple causation</u> (e.g., industrialization and immigration, King Philip’s War; detribalization and retribalization)	How does what we know change over time? How are certain events interrelated and what is the significance of that connection?	<ul style="list-style-type: none"> <li>• Chronological charting – stratigraphy, timelines, etc.</li> <li>• Turning points</li> <li>• Development of RI relationship with the U.S. Navy</li> </ul>
b. <u>interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island’s path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i> ?)	b. <u>analyzing</u> visual data in order to explain historical continuity and change (e.g. timeline of Rhode Island’s path to Revolution) (How did architectural changes in RI mirror historical trends? – Mills transformed into living and work spaces)	How have places, societies, people, etc. changed over time? How have they remained consistent? How does visual data aid understanding of historical continuity and change?	<ul style="list-style-type: none"> <li>• Transforming RI Mills</li> <li>• Architecture and the built environment – map morphing, roadways, etc.</li> <li>• Census records and evolution of measurements</li> <li>• Dating objects based on visual characteristics – styles, materials, and tastes</li> </ul>

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

<b>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>HP 2 (9-12)– 1</b> Students connect the past with the present by...	<b>HP 2 (Ext)–1</b> Students connect the past with the present by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Key Ideas and Details; Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island)	a. <u>tracing and analyzing how a present situation or problem has been constructed/affected by its historical roots</u> (e.g., deindustrialization in Rhode Island)	What events/factors led up to major historical events or trends? How have those events or trends affected the present day?	<ul style="list-style-type: none"> <li>• Industrial Revolution in Rhode Island</li> <li>• Government regulation of Gaming</li> <li>• Birth of the Navy</li> <li>• Opening of Japan</li> </ul>
b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island)		What are the enduring implications of key historical ideas and concepts?	<ul style="list-style-type: none"> <li>• Narragansett Tribal recognition</li> <li>• Separation of church and state in RI</li> <li>• Localization (town-focus) rather than county-focus</li> </ul>
c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted <u>national</u> and world events (e.g., women’s liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)	c. <u>researching a current state, national or world issue and predicting future implications for RI or propose a course of action</u>	What was/is RI’s place in history?	<ul style="list-style-type: none"> <li>• Slave trade</li> <li>• Commodore Matthew Perry &amp; trade with Japan</li> <li>• Ava Belmont and Newport Women’s Suffrage meetings</li> <li>• RI in the Civil War – wartime industrial production</li> </ul>
<b>HP 2 (9-12) – 2</b> Students chronicle events and conditions by...	<b>HP 2 (Ext) – 2</b> Students chronicle events and conditions by...		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>creating narratives based on a particular historical point of view</u> (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)	a. <u>critiquing</u> historical narratives for historical accuracy or points of view	How do the conditions of the time affect events?	<ul style="list-style-type: none"> <li>• Great Trolley Car Strike of 1901-02</li> <li>• A Forgotten History of the Slave Trade and Slavery in New England</li> <li>• Sons of Providence: the Brown Brothers, the Slave Trade and the American Revolution</li> <li>• Slavery and Justice Committee website</li> <li>• Black suffrage in the Dorr War – speeches by Frederick Douglas</li> </ul>
b. <u>synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI)		How does the information gathered support an historical thesis?	<ul style="list-style-type: none"> <li>• Industry – imports and exports, census records, state tax records, etc.</li> <li>• RI Veterans experiences</li> <li>• RI Banking Crisis</li> </ul>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>HP 2: History is a chronicle of human activities, diverse people, and the societies they form. (continued)</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>HP 2 (9-12)– 3</b> Students show understanding of change over time by...	<b>HP 2 (Ext)– 3</b> Students show understanding of change over time by...		<b>Related CCSS:</b> Reading – Literacy in History/SS: Integration of Knowledge and Ideas Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge
a. <u>tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g. immigration trends, land use patterns, naval military history)	a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life <u>and predicting events that might occur in the future, based on those patterns</u>	How do patterns show change over time? What future events might be predicted based on those patterns?	<ul style="list-style-type: none"> <li>Transformation of RI economy from industry to tourism</li> <li>Farming/large estates to suburban developments</li> </ul>
b. <u>documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their traditions that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)	b. documenting various groups and their ideas that have remained constant over time and <u>analyzing why they have or have not endured</u>	What are non-governmental groups and what do they do?	<ul style="list-style-type: none"> <li>Clubs and religious societies, mutual aid societies, sports teams (RI Reds, Providence Grays), street gangs</li> </ul>

## Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning

<b>HP 3: The study of history helps us understand the present and shape the future.</b>			
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>	<b>Essential Questions</b>	<b>Potential Topics/Resources</b>
<b>HP 3 (9-12) – 1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	<b>HP 3 (Ext) – 1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>gathering evidence of circumstances and factors contributing to contemporary problems</u> (e.g., civil rights movement, sexual revolution)	a. <u>tracking implementation of a decision; analyzing the interests it served; estimating the position, power, and priority of each stakeholder; and predicting continuing costs and benefits from a variety of perspectives</u> (e.g., public school funding in RI or U.S.)	How does our understanding of the past inform/instruct our actions in the future? What's the point of studying history?	<ul style="list-style-type: none"> <li>• Gaming in the state constitution</li> <li>• Separation of powers</li> <li>• Environmental impacts of/on the fishing industry</li> <li>• Housing stock and affordable housing</li> <li>• Bridges and highways and their impacts on growing/declining communities</li> </ul>
b. <u>formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings</u> (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective)	b. <u>formulating and presenting a position or course of action on a current issue in a public forum</u>	How does the historical background of a current issue influence one's position or course of action, and how one communicates that position or course of action?	<ul style="list-style-type: none"> <li>• Education reform – Horace Mann and the Prussian system to NCLB</li> <li>• Zoning v. landowners rights</li> <li>• NAFTA</li> </ul>
<b>HP 3 (9-12) – 2</b> <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b>	<b>HP 3 (Ext)– 2</b> <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b>		<b>Related CCSS:</b> <b>Reading – Literacy in History/SS: Integration of Knowledge and Ideas</b> <b>Writing – Literacy in History/SS: Text Types and Purposes; Research to Build and Present Knowledge</b>
a. <u>articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates)	a. <u>using knowledge of historical ideas and concepts and their enduring implications, to formulate a philosophy statement based on personal values</u>	What are my personal values? What shaped them/How have they evolved? What impacts my life now?	<ul style="list-style-type: none"> <li>• Closing of the Navy in Rhode Island at Quonset Point</li> <li>• Volunteer army</li> <li>• Ratification of RI Constitution</li> <li>• Whaling industry</li> </ul>
b. <u>analyzing how an historical development</u> (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") <u>has contributed to current social, economic, or political patterns</u>	b. <u>presenting an analysis of an historical development to a public forum</u>	How are current problems related to historical developments? How much does an historical development contribute to current problems?	<ul style="list-style-type: none"> <li>• Institutional racism/sexism</li> <li>• Bill of Rights</li> <li>• Development of the electric system and conversion from coal gas</li> <li>• 20<sup>th</sup> century urban decline and preservation of historic buildings</li> </ul>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>HP 4 (9-12) –1</b>  <b>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</b></p>	<p><b>HP 4 (Ext) –1</b>  <b>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</b></p>
<p>a. <u>utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.</u></p>	
<p>b. <u>analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).</u></p>	<p>b. <u>analyzing current events and historical events to predict and evaluate potential conflicts that may occur in the future.</u></p>
<p>c. <u>citing historical evidence that geographic factors affected decision-making by policy-makers.</u></p>	
<p><b>HP 4 (9-12) –2</b>  <b>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</b></p>	<p><b>HP 4 (Ext) –2</b>  <b>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...</b></p>
<p>a. <u>evaluating the effect of technology and innovation on promoting territorial expansion.</u></p>	<p>b. <u>exploring the consequences of territorial expansion on the contracting society.</u></p>
<p>a. <u>proving whether innovation and invention have been beneficial or detrimental to society.</u></p>	



**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>HP 5: Human societies and cultures develop and change in response to human needs and wants.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>HP 5 (9-12)– 1</b>  <b>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</b></p>	<p><b>HP 5 (Ext)–1</b>  <b>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...</b></p>
a. <u>identifying patterns of migration and evaluating their socio-cultural impacts.</u>	
b. <u>investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.</u>	b. <u>critiquing the role of demographic factors (e.g., ethnicity, class, gender) in creating cultural diversity at a variety of scales (e.g., neighborhood, country).</u>
c. <u>analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).</u>	c. <u>investigating the dichotomy of diversity between urban and rural settings.</u>
<p><b>HP 5 (9-12) – 2</b>  <b>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</b></p>	<p><b>HP 5 (Ext) – 2</b>  <b>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</b></p>
a. <u>analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.</u>	
b. <u>contrasting how cultural groups have conflicted over land use issues.</u>	
c. <u>evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.</u>	
<p><b>HP 5 (9-12) – 3</b>  <b>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</b></p>	<p><b>HP 5 (Ext) – 3</b>  <b>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</b></p>
a. <u>utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events.</u>	a. <u>comparing and contrasting the distinct historical narratives of the same events and determining how the narratives impacted social events.</u>
b. <u>describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.</u>	

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>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.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<b>G 1 (9-12) –1</b> <b>Students understand maps, globes, and other geographic tools and technologies by...</b>	<b>G 1 (Ext) –1</b> <b>Students understand maps, globes, and other geographic tools and technologies by...</b>
a. <u>analyzing spatial patterns and synthesizing with other primary and secondary sources.</u>	a. <u>making the connection between location and decisions about land use.</u>
b. <u>analyzing the data from geographic technology</u> (e.g., GPS and GIS) <u>for research and application for problem solving.</u>	
c. <u>analyzing how place shapes events and how places may be changed by events</u> (e.g., historical, scientific).	
<b>G 1 (9-12) –2</b> <b>Students interpret the characteristics and features of maps by...</b>	<b>G 1 (Ext) –2</b> <b>Students interpret the characteristics and features of maps by...</b>
a. <u>evaluating the impact of topographical features on the development of societies.</u>	
a. <u>integrating visual information from maps with other sources (print &amp; non-print) to form a coherent understanding of an idea or event.</u>	

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>G 2 (9-12) –1</b>  <b>Students understand the physical and human characteristics of places by...</b></p> <p>a. <u>evaluating how humans interact with physical environments to form past and present communities.</u></p>	<p><b>G 2 (Ext) –1</b>  <b>Students understand the physical and human characteristics of places by...</b></p>
<p><b>G 2 (9-12) –2</b>  <b>Students distinguish between regions and places by...</b></p> <p>a. <u>analyzing and explaining how concepts of site and situation can explain the uniqueness of places.</u></p>	<p><b>G 2 (Ext) –2</b>  <b>Students distinguish between regions and places by...</b></p>
<p><b>G 2 (9-12) –3</b>  <b>Students identify different perspectives that individuals/groups have by...</b></p> <p>a. <u>evaluating the cultural and regional differences for potential bias from written or verbal sources.</u></p>	<p><b>G 2 (Ext) –3</b>  <b>Students identify different perspectives that individuals/groups have by...</b></p>
<p><b>G 2 (9-12) –4</b>  <b>Students identify the ways geography contributes to how regions are defined / identified by...</b></p> <p>a. <u>comparing and contrasting regional characteristics to understand human events.</u></p> <p>b. <u>analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.</u></p>	<p><b>G 2 (Ext) –4</b>  <b>Students identify the ways geography contributes to how regions are defined / identified by...</b></p>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>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.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<b>G 3 (9-12) –1</b> <b>Students <u>analyze</u> why people do/do not migrate by...</b> a. <u>investigating the causes of major migrations and evaluating the impact on affected populations.</u>	<b>G 3 (Ext) –1</b> <b>Students <u>analyze</u> why people do/do not migrate by...</b>
<b>G 3 (9-12) –2</b> <b>Students understand the interrelationships of geography with resources by...</b> a. <u>evaluating the environmental consequences of resource consumption.</u>	<b>G 3 (Ext) –2</b> <b>Students understand the interrelationships of geography with resources by...</b>
<b>G 3 (9-12) –3</b> <b>Students determine how geography influences human settlement, cooperation or conflict by...</b> a. <u>analyzing these relationships in a given historical or current example.</u>	<b>G 3 (Ext) –3</b> <b>Students determine how geography influences human settlement, cooperation or conflict by...</b>

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>G 4 (9-12) –1</b>  <b>Students explain how humans depend on their environment by...</b></p> <p>a. <u>researching and reporting specific examples of</u> how human dependence on the environment has impacted political, economic, and/or social decisions.</p>	<p><b>G 4 (Ext) –1</b>  <b>Students explain how humans depend on their environment by...</b></p>
<p><b>G 4 (9-12) –2</b>  <b>Students explain how humans react or adapt to an ever-changing physical environment by...</b></p> <p>a. <u>examining a specific case study of</u> how a society reacted or adapting to a physical environmental change <u>and argue opposing solutions.</u></p>	<p><b>G 4 (Ext) –2</b>  <b>Students explain how humans react or adapt to an ever-changing physical environment by...</b></p>
<p><b>G 4 (9-12) –3</b>  <b>Students explain how human actions modify the physical environment by...</b></p> <p>a. analyzing the relationship between human action and the environment over time, using researched evidence.</p>	<p><b>G 4 (Ext)–3</b>  <b>Students explain how human actions modify the physical environment by...</b></p>
<p>b. comparing and contrasting the <u>physical, social, and economic impacts to suit and satisfy human needs.</u></p>	

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>E 1 (9-12) –1</b>  <b>Students demonstrate an understanding of basic economic concepts by...</b></p>	<p><b>E 1 (Ext) –1</b>  <b>Students demonstrate an understanding of basic economic concepts by...</b></p>
a. <u>applying the concept that choices involve trade-offs in real world situations or historical contexts.</u>	
b. <u>applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.</u>	
c. <u>evaluating historical and contemporary choices using marginal analysis.</u>	
d. <u>analyzing how and why economic systems have changed over time.</u>	
<p><b>E 1 (9-12) –2</b>  <b>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</b></p>	<p><b>E 1 (Ext) –2</b>  <b>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...</b></p>
a. <u>applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.</u>	
b. <u>evaluating personal choices using a cost-benefit analysis.</u>	
<p><b>E 1 (9-12) –3</b>  <b>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</b></p>	<p><b>E 1 (Ext) –3</b>  <b>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...</b></p>
a. <u>differentiating between subsistence, traditional, mixed, command, and market economies.</u>	
b. <u>evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).</u>	

**Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades 9-12, Extended Learning**

<b>E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>E 2 (9-12)– 1</b>  <b>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</b></p> <p>a. <u>analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.</u></p> <p>b. <u>analyzing the roles of supply and demand in an economy.</u></p> <p>c. <u>analyzing local, regional, national, and global markets for goods and services.</u></p>	<p><b>E 2 (Ext)–1</b>  <b>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...</b></p>
<p><b>E 2 (9-12) – 2</b>  <b>Students analyze how Innovations and technology affects the exchange of goods and services by...</b></p> <p>a. <u>investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.</u></p>	<p><b>E 2 (Ext) – 2</b>  <b>Students analyze the interactions of technology, costs, and demands in a competitive market by...</b></p>

<b>E 3: Individuals, institutions, and governments have roles in economic systems.</b>	
<b>GSEs for HS Proficiency</b>	<b>GSEs for Extended Learning</b>
<p><b>E 3 (9-12) – 1</b>  <b>Students demonstrate an understanding of the interdependence created by economic decisions by...</b></p> <p>a. <u>identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs.</u></p> <p>b. <u>evaluating the government's monetary and fiscal policies.</u></p>	<p><b>E 3 (Ext) – 1</b>  <b>Students demonstrate an understanding of the interdependence created by economic decisions by...</b></p> <p>b. <u>anticipating the impact of federal government and Federal Reserve System macroeconomic policy decision on themselves and others.</u></p>
<p><b>E 3 (9-12) – 2</b>  <b>Students demonstrate an understanding of the role of government in a global economy by...</b></p> <p>a. <u>evaluating how policymakers encourage or discourage economic activity.</u></p> <p>b. <u>interpreting source materials (e.g., media reports) about economic conditions and explain how these conditions influence decisions made by policy makers.</u></p>	<p><b>E 3 (Ext)– 2</b>  <b>Students demonstrate an understanding of the role of government in a global economy by...</b></p>