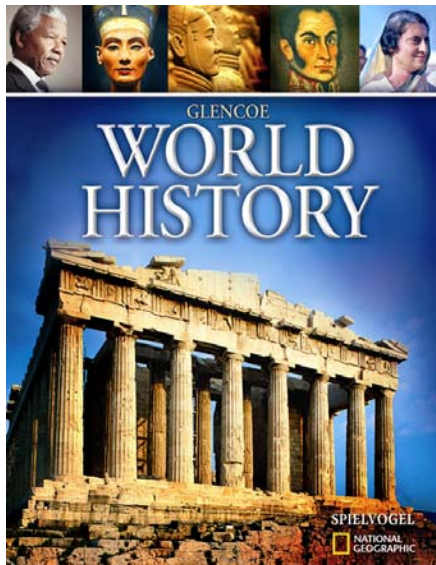
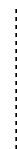




Draft Grade Span Expectations
for Government & Civics
and Historical Perspectives
HS Proficiency & HS Extended Learning



WORLD HISTORY

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STANDARDS	PAGE REFERENCES
Government & Civics Strand	
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	
GSEs for HS Proficiency	
G&C 1 (9-12) –1	
Students demonstrate an understanding of origins, forms, and purposes of government by ...	
a. <u>describing or explaining competing ideas about the purposes and functions of politics and government</u>	Student Edition: 114, 121, 148, 548-550, 655-657 <i>Infographics</i> 120 <i>Turning Point</i> 550 Teacher Wraparound Edition: AEC 656; AIC 548; CT 548; DI 121
b. <u>comparing and contrasting different forms of government and their purposes</u>	Student Edition: 114, 121, 148, 548-550, 655-657, 847 <i>Infographics</i> 55, 846 <i>Turning Point</i> 120 Teacher Wraparound Edition: AEC 656; AIC 548; CT 548; DI 121

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>c. <u>explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic)</p>	<p>Student Edition: 114, 121, 148, 548-550, 655-657, 847 <i>History & Arts</i> 656 <i>Infographics</i> 55, 846 <i>Reading Check</i> 657 <i>Turning Point</i> 120 Teacher Wraparound Edition: AEC 656; AIC 548; CT 548; DI 121</p>
<p>d. <u>distinguishing between the rule of law and the “rule of men”</u> (i.e., <i>Korematsu v. U.S.</i> and Japanese internment during WWII)</p>	<p>Student Edition: <i>Infographics</i> 882 Teacher Wraparound Edition: EC 882</p>
<p>G&C 1 (9-12) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...</p>	
<p>a. <u>identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security)</p>	<p>Student Edition: 1046-1047 <i>Connecting to the United States</i> 1046 <i>Reading Check</i> 1047 Teacher Wraparound Edition: EC 1046</p>
<p>b. <u>explaining how political authority is obtained and legitimized</u> DOK 2</p>	<p>Student Edition: 461-463, 593 Teacher Wraparound Edition: DI 461</p>
<p>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”)</p>	<p>Student Edition: 114, 121, 148, 461-463, 548-551, 593, 655-657 <i>Infographics</i> 550 <i>Turning Point</i> 120 Teacher Wraparound Edition: DI 461</p>

STANDARDS	PAGE REFERENCES
<p>G&C 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.</p>	
<p>G&C 2 (9-12) –1 Students demonstrate an understanding of United States government (local, state, national) by...</p>	
<p>a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u></p>	<p>Student Edition: 918 <i>Connecting to the United States</i> 568 Teacher Wraparound Edition: RS 918; WS 568</p>
<p>b. <u>analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event</u> DOK 3, 4</p>	<p>Student Edition: 569, 918 <i>Connecting to the United States</i> 568 <i>Infographics</i> 919 Teacher Wraparound Edition: RS 569, 918</p>
<p>c. <u>identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)</u></p>	<p>Student Edition: 569 <i>Connecting to the United States</i> 661 <i>Infographics</i> 919 Teacher Wraparound Edition: EC 661</p>
<p>d. <u>critically examining the principles, traditions, and precedents of American constitutional government</u> DOK 3</p>	<p>Student Edition: 569, 918 <i>Connecting to the United States</i> 476, 568, 661 <i>Infographics</i> 919 Teacher Wraparound Edition: ACL 476; DI 568; RS 569, 918; WS 568</p>

STANDARDS	PAGE REFERENCES
<p>G&C 2 (9-12) –2 Students demonstrate an understanding of the democratic values and principles underlying the US government by...</p>	
<p>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 & Resolutions</i>, Supreme Court decisions, <i>Pledge of Allegiance</i>)</u></p>	<p>Student Edition: 569, 918 <i>Connecting to the United States</i> 476, 568, 661 <i>Infographics</i> 919 Teacher Wraparound Edition: ACL 476; DI 568; EC 661</p>
<p>b. <u>analyzing the inherent challenges involved in balancing majority rule and minority rights</u></p>	<p>Student Edition: 918 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 476, 494, 568, 661 <i>Infographics</i> 919 Teacher Wraparound Edition: EC 661; RS 918</p>
<p>c. <u>identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination)</u></p>	<p>Student Edition: 569, 918 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 476, 494, 568, 661 <i>Infographics</i> 919 Teacher Wraparound Edition: RS 918; WS 568</p>
<p>d. <u>discussing different historical understandings/perspectives of democracy</u></p>	<p>Student Edition: 114, 569 <i>Connecting to the United States</i> 476 <i>Turning Point</i> 120 Teacher Wraparound Edition: DI 121; EC 120</p>

STANDARDS	PAGE REFERENCES
G&C 3: In a democratic society all people have certain rights and responsibilities.	
G&C 3 (9-12) –1	
Students demonstrate an understanding of citizens’ rights and responsibilities by...	
<p>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)</p>	<p>Student Edition: 569 <i>Connecting to the United States</i> 476, 568, 661</p> <p>Teacher Wraparound Edition: ACL 476; EC 661; WS 568</p>
<p>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, Universal Declaration of Rights, International Convention on the Rights of the Child</i>, and other international documents)</p>	<p>Student Edition: 581, 589, 1045 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 494, 661 <i>Infographics</i> 919 <i>Reading Check</i> 1045</p> <p>Teacher Wraparound Edition: ACL 476; AIC 581; EC 661; RS 1045</p>
<p>c. <u>evaluating</u>, taking, and defending positions regarding the personal and civic responsibilities of individuals</p>	<p>Student Edition: 918, 1041, 1045 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 494, 661 <i>Infographics</i> 919 <i>Reading Check</i> 1045</p> <p>Teacher Wraparound Edition: RS 918, 1045</p>
<p>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) DOK 3</p>	<p>Student Edition: 918 <i>Connecting to the United States</i> 476, 494, 569, 661 <i>Infographics</i> 919</p> <p>Teacher Wraparound Edition: EC 661; RS 918; WS 568</p>
<p>e. <u>describing the criteria used for admission to citizenship in the US</u></p>	<p>This objective can be met through internet research and classroom discussion.</p>

STANDARDS	PAGE REFERENCES
<p>G&C 3 (9-12) –2</p> <p>Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</p>	
<p>a. <u>identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights</u></p>	<p>Student Edition: 918 <i>Connecting to the United States</i> 568 <i>Infographics</i> 919</p> <p>Teacher Wraparound Edition: RS 918; WS 568</p>
<p>b. <u>accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boy/buycotting)</p>	<p>Student Edition: 918 <i>Connecting to the United States</i> 661</p> <p>Teacher Wraparound Edition: EC 661</p>
<p>c. <u>describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u></p>	<p>Student Edition: 918 <i>Connecting to the United States</i> 920</p> <p>Teacher Wraparound Edition: EC 920; RS 918</p>
<p>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)</p>	<p>Student Edition: 662-663, 918-919 <i>Connecting to the United States</i> 582, 661 <i>Infographics</i> 663, 919 <i>Reading Check</i> 663</p> <p>Teacher Wraparound Edition: ACL 663; CT 582; EC 582, 661</p>
<p>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)</p>	<p>This objective can be met through classroom discussions and activities.</p>

STANDARDS	PAGE REFERENCES
G&C 4: People engage in political processes in a variety of ways.	
G&C 4 (9-12) –1	
Students demonstrate an understanding of political systems and political processes by...	
a. comparing and contrasting U.S. systems of government with others	Student Edition: <i>Turning Point</i> 120 Teacher Wraparound Edition: CC 149
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)	Student Edition: 907, 917, 943, 944-945, 999, 1048-1049, 1051, 1053 <i>Infographics</i> 1000, 1052 Teacher Wraparound Edition: AEC 1052; CT 1052; ICI 944; RS 943, 944; WS 918
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> (GSE R-10-8.4)	Student Edition: <i>Analyzing Primary Sources</i> 863, 1005 <i>Document Based Questions</i> 577, 672, 713, 730, 859, 906 <i>Infographics</i> 766 <i>Political Cartoons</i> 577, 672, 713, 730, 859, 906 <i>Skills Handbook</i> R16, R22, R30, R31 Teacher Wraparound Edition: CT R22, R31; DBQ 577, 672, 713, 730, 859, 906; DI R30; SP 863, 1005; WS R22
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>	Student Edition: 907, 917, 918, 943, 944 Teacher Wraparound Edition: RS 943, 944
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)	Student Edition: 907, 918, 1040-1047, 1050 <i>Reading Check</i> 1042, 1044, 1050 Teacher Wraparound Edition: ATC 1042; CT 1042; DI 907; DK 1044; RS 918; WS 918

STANDARDS	PAGE REFERENCES
<p>G&C 4 (9-12) –2 Students demonstrate their participation in political processes by...</p>	
<p>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)</p>	<p>Student Edition: 1042 <i>Analyzing Primary Sources</i> 1004-1005 <i>Document Based Questions</i> 1005 <i>Section 1 Review</i> 1047 #5 Teacher Wraparound Edition: ACL 1005; ATC 1042; CT 1042; SP 1005</p>
<p>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)</p>	<p>This objective can be met through classroom discussion and the following pages. Student Edition: 1042-1045 <i>Reading Check</i> 1042 Teacher Wraparound Edition: ATC 1042; CT 1042; DI 1042; DK 1044</p>
<p>c. engaging in and reflecting upon an <u>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)</p>	<p>This objective can be met through internet research, classroom discussions and activities.</p>
<p>G&C 4 (9-12) –3 Students participate in a civil society by...</p>	
<p>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)</p>	<p>Student Edition: 1042-1045 Teacher Wraparound Edition: ATC 1042; DI 1043</p>
<p>b. identifying and <u>describing the role that various institutions play in meeting the needs of the community</u></p>	<p>Student Edition: 1048, 1051-1053 <i>Infographics</i> 1049, 1052 <i>Section 2 Review</i> 1053 #4 Teacher Wraparound Edition:</p>

STANDARDS	PAGE REFERENCES
<p>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)</p>	<p>Student Edition: 1046-1047 <i>Connecting to the United States</i> 476, 494, 568, 1046 <i>Reading Check</i> 1047 <i>Section 4 Review</i> 477 #4</p> <p>Teacher Wraparound Edition: ACL 476; CT 1047; EC 1046; WS 568</p>
<p>G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>	
<p>G&C 5 (9-12) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...</p>	
<p>a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state)</p>	<p>Student Edition: 602, 637, 678, 708-715 <i>Infographics</i> 1041 <i>National Geographic</i> 709, 823, 886, 950, 967, 973, 998, 1013, 1019 <i>Opposing Viewpoints</i> 198, 698 <i>People in History</i> 710 <i>Section 2 Review</i> 699 #8 <i>Section 4 Review</i> 715 #8 <i>Social History</i> 716-717 <i>Reference Atlas</i> A8, A10-A11, A14, A16-A17, A20-A21, A22-A23</p> <p>Teacher Wraparound Edition: ACL 711; DI 698</p>

STANDARDS	PAGE REFERENCES
<p>b. <u>organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g. politically, socially, culturally, economically, environmentally)</p>	<p>Student Edition: 1038-1047, 1048-1053 <i>Infographics</i> 1041, 1043, 1049, 1051, 1052 <i>Reading Check</i> 1053 <i>Reference Atlas</i> A8, A10-A11, A14, A16-A17, A20-A21, A22-A23 <i>Science, Technology & Society</i> 1039 <i>Section 1 Review</i> 1047 #8</p> <p>Teacher Wraparound Edition: AI 1050; AIC 1040; ATC 1042; C 1053; CT 1042; EC 1041; RS 1039, 1045; SP 1041; WS 1051</p>
<p>G&C 5 (9-12)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p>	
<p>a. <u>describing the interconnected nature of a contemporary or historical issue</u></p>	<p>Student Edition: 1040-1041 <i>Infographics</i> 1041</p> <p>Teacher Wraparound Edition: EC 1041; SP 1041</p>
<p>b. <u>analyzing and evaluating a contemporary or historical issue</u> (e.g. <u>free trade versus fair trade, access to medical care and terrorism</u>)</p>	<p>Student Edition: 1040-1047 <i>Connecting to the United States</i> 1046 <i>Infographics</i> 1041, 1043</p> <p>Teacher Wraparound Edition: ATC 1042; C 1047; CT 1042, 1047; DI 1043; EC 1041; PC 1043; SP 1041</p>
<p>G&C 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...</p>	
<p>a. predicting outcomes and possible consequences of a conflict, event, or course of action</p>	<p>Student Edition: <i>Infographics</i> 1043 <i>Skills Handbook</i> R14, R25</p> <p>Teacher Wraparound Edition: PC 1043</p>

STANDARDS	PAGE REFERENCES
<p>b. identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action</u></p>	<p>Student Edition: <i>Infographics</i> 1043 <i>Skills Handbook</i> R14</p> <p>Teacher Wraparound Edition: PC 1043</p>
<p>c. using <u>deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act</u></p>	<p>Student Edition: 1040-1043, 1048-1049, 1050 <i>Infographics</i> 1041, 1043 <i>Reading Check</i> 1042, 1049, 1050 <i>Skills Handbook</i> R26</p> <p>Teacher Wraparound Edition: AI 1050; ATC 1042; CT 1042, 1050, R26; DI 1043, 1050; EC 1041</p>
Historical Perspectives Strand	
HP 1: History is an account of human activities that is interpretive in nature.	
HP 1 (9-12) –1	
Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...	
<p>a. formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>R/ Constitution</i>, art, oral history, writings of Elizabeth Buffum Chace)</p>	<p>Student Edition: <i>Analyzing Primary Source</i> 58-59, 386-387, 622-623, 862-863, 1004-1005 <i>Opposing Viewpoints</i> 198, 698 <i>Political Cartoons</i> 577, 620, 713, 859 <i>Skills Handbook</i> R16, R17, R18, R19, R27, R28, R30, R31</p> <p>Teacher Wraparound Edition: CT R31; SP R17</p>

STANDARDS	PAGE REFERENCES
<p>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)</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 622-623, 862-863, 1004-1005 <i>Document Based Questions</i> 198, 698 <i>Opposing Viewpoints</i> 198, 698 <i>Political Cartoons</i> 713, 859 <i>Skills Handbook</i> R28, R30, R31</p> <p>Teacher Wraparound Edition: DBQ 198, 698</p>
<p>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)</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 622-623, 862-863, 1004-1005 <i>Document Based Questions</i> 198, 698 <i>Opposing Viewpoints</i> 198, 698 <i>Political Cartoons</i> 713, 859</p> <p>Teacher Wraparound Edition: DBQ 198, 698</p>
<p>d. <u>using technological tools in historical research</u></p>	<p>Student Edition: <i>Section 3 Review</i> 51 #8 <i>Skills Handbook</i> R13-R31</p> <p>Teacher Wraparound Edition: AEC 767; AIC 1045; ATC 923</p>
<p>HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...</p>	
<p>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></p>	<p>Student Edition: 792 <i>History & Arts</i> 760 <i>Reading Check</i> 759, 793 <i>Section 1 Review</i> 761 #4 <i>Skills Handbook</i> R14, R16, R17, R21</p> <p>Teacher Wraparound Edition: CT 793; DCE 792, 799; RS 799</p>

STANDARDS	PAGE REFERENCES
<p>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>?)</p>	<p>Student Edition: 2-3, 24-25, 104-105, 144-145, 186-187, 262-263, 332-333, 396-397, 482-483, 612-613, 684-685, 820-821, 958-959, 1010-1011, 1036-1037</p> <p><i>Document Based Questions</i> 577</p> <p><i>Infographics</i> 88, 517, 964</p> <p><i>Mini Almanac</i> R2-R5</p> <p><i>National Geographic</i> 739</p> <p><i>Political Cartoons</i> 577</p> <p><i>Reading Check</i> 173</p> <p><i>Skills Handbook</i> R27, R28</p> <p><i>TimeLine</i> 38-39, 590-591</p> <p><i>Turning Point</i> 172</p> <p>Teacher Wraparound Edition: ATC 39; C 75, 173; HCP 456, 459, 467; SP 517, R28; WS R28</p>
<p>HP 2 (9-12)– 1 Students connect the past with the present by...</p>	
<p>a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island)</p>	<p>Student Edition: 758-761, 856-861</p> <p><i>Analyzing Primary Sources</i> 862-863</p> <p><i>History & Arts</i> 760</p> <p><i>National Geographic</i> 759</p> <p><i>Section 1 Review</i> 761 #4, 861 #5</p> <p>Teacher Wraparound Edition:</p>

STANDARDS	PAGE REFERENCES
<p>b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island)</p>	<p>Student Edition: 548-551, 920-921 <i>Connecting to the United States</i> 920 <i>Infographics</i> 550 <i>People in History</i> 549 <i>Reading Check</i> 550, 921 <i>Section 2 Review</i> 553 #8 <i>Section 3 Review</i> 921 #3</p> <p>Teacher Wraparound Edition: AIC 548; C 921; CT 551; DI 548; EC 549, 920; WS 551</p>
<p>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) DOK 4</p>	<p>Student Edition: 738, 921 <i>Chapter 22 Visual Summary</i> 748 <i>Section 3 Review</i> 745 #1, 921 #4</p> <p>Teacher Wraparound Edition:</p>
<p>HP 2 (9-12) – 2 Students chronicle events and conditions by...</p>	
<p>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) DOK 3, 4</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Document Based Questions</i> 198, 698 <i>Opposing Viewpoints</i> 198, 698 <i>Section 1 Review</i> 583 #8, 621 #8, 861 #8 <i>Section 2 Review</i> 411 #8, 803 #8, 913 #8 <i>Section 3 Review</i> 603 #8, 707#8, 745 #8, 879 #8 <i>Section 4 Review</i> 359 #8</p> <p>Teacher Wraparound Edition: DBQ 198, 698</p>

STANDARDS	PAGE REFERENCES
<p>b. <u>synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI)</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Connecting to Today</i> 964 <i>Critical Thinking Skills</i> 703 <i>Document Based Questions</i> 59, 387, 595, 623, 863, 887, 1005 <i>Skills Handbook</i> R14, R17, R23, R24, R28</p> <p>Teacher Wraparound Edition: DBQ 59, 387, 595, 623, 863, 887, 1005; SP 703</p>
<p>HP 2 (9-12)– 3 Students show understanding of change over time by...</p>	
<p>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)</p>	<p>Student Edition: 1050 <i>Connecting to the United States</i> 964 <i>Reading Check</i> 173 <i>TimeLine</i> 38-39, 590-591 <i>Turning Point</i> 172</p> <p>Teacher Wraparound Edition: ATC 39; C 75, 173; HCP 467</p>
<p>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)</p>	<p>Student Edition: 50-51, 168-173, 188-191, 416, 418-420, 422-423 <i>Connecting to the United States</i> 50, 130, 254 <i>History & Arts</i> 169 <i>Infographics</i> 202, 285 <i>Reading Check</i> 51 <i>Social History</i> 132-133, 405 <i>World Religions</i> 214-232</p> <p>Teacher Wraparound Edition: AC 133; ACL 169; AEC 405; AIC 133; B 132; EC 50; WS 50</p>

STANDARDS	PAGE REFERENCES
<p>HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present by...</p>	
<p>a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)</p>	<p>Student Edition: 1040-1047 <i>Connecting to the United States</i> 1046 <i>Infographics</i> 1041 Teacher Wraparound Edition: AIC 1045; ATC 1042; C 1047; CT 1040, 1042, 1047; DI 1043; EC 1046; SP 1041</p>
<p>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- Do we have enough immigrants?)</p>	<p>Student Edition: 999-1003, 1040-1047 <i>Connecting to the United States</i> 1046 <i>Reading Check</i> 1042 Teacher Wraparound Edition: ATC 1042; C 1047; CT 1042, 1047; EC 1002, 1041</p>
<p>HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</p>	
<p>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)</p>	<p>Student Edition: 1046-1047 <i>Connecting to the United States</i> 1046 <i>Reading Check</i> 1047 Teacher Wraparound Edition: EC 1046</p>
<p>b. <u>analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, “Independent Man”) has contributed to current social, economic, or political patterns</u></p>	<p>Student Edition: 1040-1045 <i>Infographics</i> 1041, 1044, 1049 Teacher Wraparound Edition: ATC 1042; CT 1042; DK 1044; EC 1041</p>

STANDARDS	PAGE REFERENCES
Government & Civics Strand	
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	
GSEs for HS Extended Learning	
G&C 1 (Ext) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	
<p>a. <u>analyzing</u> competing ideas about the purposes and functions of politics and government</p>	<p>Student Edition: 548-551 <i>Reading Check</i> 549 <i>Section 2 Review</i> 553 #6</p> <p>Teacher Wraparound Edition: AIC 548; C 548; DI 548; EC 549; RS 550</p>
<p>G&C 1 (Ext) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</p>	
G&C 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.	
<p>G&C 2 (Ext) –1 Students demonstrate an understanding of United States government (local, state, national) by...</p>	
<p>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)</p>	<p>Student Edition: 569 <i>Connecting to the United States</i> 661 <i>Infographics</i> 919</p> <p>Teacher Wraparound Edition: EC 661</p>

STANDARDS	PAGE REFERENCES
<p>G&C 2 (Ext) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</p>	
<p>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)</p>	<p>Student Edition: 569, 919, 948 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 476, 494, 568-661 <i>Infographics</i> 919, 948 Teacher Wraparound Edition: ICI 948; RS 918; WS 568</p>
<p>G&C 3: In a democratic society all people have certain rights and responsibilities.</p>	
<p>G&C 3 (Ext) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...</p>	
<p>a. <u>evaluating, taking, and defending positions</u> on provisions found in the <i>Bill of Rights</i></p>	<p>Student Edition: 569 <i>Connecting to the United States</i> 476, 568, 661 Teacher Wraparound Edition: ACL 476; EC 661; WS 568</p>
<p>e. <u>critically examining</u> the criteria used for admission to citizenship in the US</p>	<p>This objective can be met through internet research and classroom discussion.</p>
<p>G&C 3 (Ext) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</p>	
<p>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</p>	<p>Student Edition: 918, 921, 944, 948 <i>Connecting to the United States</i> 920 <i>Infographics</i> 919 <i>Section 3 Review</i> 921 #8 Teacher Wraparound Edition: C 921; EC 920; RS 918, 944; WS 918, 948</p>

STANDARDS	PAGE REFERENCES
c. <u>analyzing</u> how access to institutions affects justice, reward, and power in the U.S.	<p>Student Edition: 918, 1045 <i>Connecting to the United States</i> 920 <i>Reading Check</i> 1045</p> <p>Teacher Wraparound Edition: AIC 1045; EC 920; RS 918, 1045</p>
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>	<p>Student Edition: 1040-1045, 1050 <i>Infographics</i> 1041, 1043, 1049 <i>Reading Check</i> 1042, 1045</p> <p>Teacher Wraparound Edition: AIC 1045; ATC 1042; CT 1042; DI 1042, 1043; DK 1044; EC 1041; HCP 1044; PC 1043; SP 1041</p>
e. reflecting on participation in school governance and/or youth leadership development	<p>Student Edition: <i>Connecting to the United States</i> 130 <i>Social History</i> 810-811, 994-995</p> <p>Teacher Wraparound Edition: AC 811; B 810; CT 810; F 810; WS 995</p>
G&C 4: People engage in political processes in a variety of ways.	
G&C 4 (Ext)–1	
Students demonstrate an understanding of political systems and political processes by...	
b. interacting with political institutions and/or political parties in order to <u>evaluate how they shape the public agenda</u>	<p>Student Edition: 907, 917, 943, 944-945, 999, 1048-1049, 1051-1053 <i>Analyzing Primary Sources</i> 863 <i>Infographics</i> 766, 776, 881 <i>Political Cartoons</i> 577, 592, 620, 672, 713, 730, 859, 906</p> <p>Teacher Wraparound Edition: AEC 1052; CT 1052; ICI 944; RS 943, 944; WS 918</p>

STANDARDS	PAGE REFERENCES
<p>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></p>	<p>Student Edition: 665 <i>Skills Handbook</i> R30, R31</p> <p>Teacher Wraparound Edition: CT 881; DI R30; HCP 881; SP 863</p>
<p>d. evaluating the significance of landmark campaigns and elections in the American political system</p>	<p>Student Edition: 907, 917, 918, 943, 944</p> <p>Teacher Wraparound Edition: RS 943, 944</p>
<p>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)</p>	<p>Student Edition: 946-948, 1038-1047, 1053 <i>Connecting to the United States</i> 964 <i>Infographics</i> 947, 948, 1041, 1043, 1049 <i>Reading Check</i> 1045, 1049</p> <p>Teacher Wraparound Edition: AIC 1045; C 1053; CT 1042; DI 1043; EC 1041; RC 1042, 1045</p>
<p>G&C 4 (Ext) –2 Students demonstrate their participation in political processes by...</p>	
<p>G&C 4 (Ext) –3 Students participate in a civil society by...</p>	
<p>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)</p>	<p>Student Edition: 1040-1045, 1048-1053 <i>Infographics</i> 1041, 1044, 1052 <i>Reading Check</i> 1042</p> <p>Teacher Wraparound Edition: AEC 1052; AIC 1040; ATC 1042; C 1053; CT 1042, 1052; EC 1041; RS 1045, 1052</p>

STANDARDS	PAGE REFERENCES
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	
G&C 5 (Ext) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...	
G&C 5-2 (Ext) Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	
G&C 5 (Ext)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...	
Historical Perspectives Strand	
HP 1: History is an account of human activities that is interpretive in nature.	
HP 1 (Ext) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	
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)	Student Edition: <i>Analyzing Primary Sources</i> 58-59, 1004-1005 <i>Connecting to the United States</i> 964 <i>Infographics</i> 948 <i>Mini Almanac</i> R2-R5 <i>Section 3 Review</i> 51 #8 Teacher Wraparound Edition: AEC 767; AIC 1045; ATC 923; WS 1051

STANDARDS	PAGE REFERENCES
<p>HP 1 (Ext) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...</p>	
<p>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)</p>	<p>Student Edition: 247, 356, 658-660, 1050 <i>Analyzing Primary Sources</i> 862-863 <i>Connecting to the United States</i> 50 <i>National Geographic</i> 659 <i>Reading Check</i> 356, 659 <i>Turning Point</i> 246, 793</p> <p>Teacher Wraparound Edition: CT 247, 793; DCE 792, 799; DI 660; EC 50; RS 862; HCP 791; WS 246</p>
<p>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)</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 862-863 <i>Chapter 3 Visual Summary</i> 100 <i>Connecting to the United States</i> 50, 964 <i>History & Arts</i> 640 <i>Infographics</i> 88, 305 <i>National Geographic</i> 793 <i>Reading Check</i> 356, 659 <i>TimeLine</i> 38-39, 104-105, 266-267, 482-483, 574-575, 590-591, 756-757, 898-899 <i>Turning Point</i> 246</p> <p>Teacher Wraparound Edition: ACL 266; EC 50; RS 862; SP 591</p>

STANDARDS	PAGE REFERENCES
<p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>	
<p>HP 2 (Ext)–1 Students connect the past with the present by...</p>	
<p>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)</p>	<p>Student Edition: 194, 999-1003, 1042, 1046-1047 <i>Connecting to the United States</i> 50, 92, 434, 494, 964, 1002, 1046 <i>Infographics</i> 1000 Teacher Wraparound Edition: ACL 193; ATC 194; C 1003; CT 1042; RS 194, 1001; WS 1002</p>
<p>c. <u>researching a current state, national or world issue and predict future implications for RI or propose a course of action</u></p>	<p>Student Edition: 999-1003, 1040-1047 <i>Connecting to the United States</i> 1046 <i>Reading Check</i> 1042 Teacher Wraparound Edition: ATC 1042; C 1047; EC 1002</p>
<p>HP 2 (Ext) – 2 Students chronicle events and conditions by...</p>	
<p>a. <u>critiquing</u> historical narratives for historical accuracy or points of view</p>	<p>Student Edition: <i>Analyzing Primary Source</i> 386-387, 622-623 <i>Opposing Viewpoints</i> 198, 698 <i>Skills Handbook</i> R16, R21, R22, R31 Teacher Wraparound Edition: CT R22; RS 698, R16</p>
<p>HP 2 (Ext)– 3 Students show understanding of change over time by...</p>	
<p>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></p>	<p>Student Edition: <i>Reading Check</i> 173 <i>TimeLine</i> 38-39, 590-591 <i>Turning Point</i> 172 Teacher Wraparound Edition: ATC 39; C 75, 173; HCP 467</p>

STANDARDS	PAGE REFERENCES
<p>b. documenting various groups and their ideas that have remained constant over time and <u>analyzing why they have or have not endured</u></p>	<p>Student Edition: 50-51, 72-75, 128-131 <i>Analyzing Primary Sources</i> 386-387 <i>Connecting to the United States</i> 50, 130 <i>History & Arts</i> 42 <i>Reading Check</i> 173 <i>TimeLine</i> 38-39 <i>Turning Point</i> 172 <i>World Religions</i> 214-232</p> <p>Teacher Wraparound Edition: AC 387; ATC 39; C 43, 51, 75, 173; WS 50</p>
<p>HP 3: The study of history helps us understand the present and shape the future.</p>	
<p>HP 3 (Ext) – 1</p>	
<p>Students demonstrate an understanding of how the past frames the present by...</p>	
<p>a. 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 (e.g., public school funding in RI or U.S.)</p>	<p>Student Edition: 664-665, 1040-1041, 1042 <i>Infographics</i> 1041, 1043 <i>Section 2 Review</i> 665 #7</p> <p>Teacher Wraparound Edition: ATC 1042; CT 664, 1042; EC 1041</p>
<p>b. <u>formulating and presenting a position or course of action on a current issue in a public forum</u></p>	<p>Student Edition: <i>Section 1 Review</i> 1047 #8</p> <p>Teacher Wraparound Edition: AI 1050; AIC 1045; ATC 1042; AWIM 183; C 1047, 1053; WS 1040</p>

STANDARDS	PAGE REFERENCES
<p>HP 3 (Ext)– 2</p> <p>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</p>	
<p>b. <u>presenting an analysis of an historical development to a public forum</u></p>	<p>Student Edition:</p> <p><i>Section 2 Review 43 #8</i></p> <p><i>Section 4 Review 815 #8</i></p> <p>Teacher Wraparound Edition:</p> <p>ACL 169; DI 148; HCP 20, 29, 67, 148, 154, 164, 176, 178, 310, 335, 513, 688; RS 148, 154</p>