

# **Industrial Heritage Along the Woonasquatucket Relevant Rhode Island Social Studies Grade Span Expectations Grades 9-12**

## **Civics and Government**

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- C&G 1 – 2: Student demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by
  - a. identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security)
  - b. explaining how political authority is obtained and legitimized

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- C&G 3 -1: Student demonstrate an understanding of citizens' rights and responsibilities by
  - c. evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals
  - d. analyzing the scope and limits of personal, cultural, economic, or political rights
- C&G 3 -2: Student demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by
  - a. identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights
  - c. describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.
  - d. identifying and explaining ways individuals and groups have exercised their rights in order to transform society

C&G 4: People engage in political processes in a variety of ways.

- C&G 4 -1: Student demonstrate an understanding of political systems and political processes by
  - e. analyzing multiple perspectives on an historical or current controversial issue
- C&G 4 -2: Student demonstrate an understanding of their participation in political processes by
  - a. using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action

- b. working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative (e.g., making the community aware of an issue, organizing a workshop)
- C&G 4 -3: Student demonstrate an understanding of their participation in a civil society by
  - b. identifying and describing the role that various institutions play in meeting the needs of the community
  - c. identifying and analyzing the conflicts that exist between public and private life

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- C&G 5 -1: Students demonstrate an understanding of the many ways Earth's people are interconnected by
  - b. organizing information to show relationships between and among various individuals, systems, and structures (e.g., politically, socially, culturally, economically, environmentally)
- C&G 5 -2: Student demonstrate an understanding of the benefits and challenges of an interconnected world by
  - a. describing the interconnected nature of a contemporary or historical issue
  - b. analyzing and evaluating a contemporary or historical issue
- C&G 5 -3: Student demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by
  - a. predicting outcomes and possible consequences of a conflict, event, or course of action
  - b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action
  - c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act

### **Historical Perspective**

HP 1: History is an account of human activities that is interpretive in nature.

- HP 1 -1: Students act as historians by using a variety of tools (e.g., artifacts and primary/secondary sources) by
  - a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and nonprint sources
  - b. explaining how historical facts and historical interpretations may be different, but are related
  - c. identifying, describing, or analyzing multiple perspectives on an historical trend or event

- HP 1 -2: Students interpret history as a series of connected events with multiple cause-effect relationships by
  - a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- HP 2 -1: Students connect the past with the present by
  - a. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events
- HP 2 -2: Students chronicle events and conditions by
  - a. creating narratives based on a particular historical point of view
  - b. synthesizing information from multiple sources to formulate an historical interpretation
- HP 2 -3: Students show understanding of change over time by
  - a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life
  - b. documenting various groups (e.g., formal: nongovernment organizations, religious; informal: family, clan) and their traditions that have remained constant over time

HP 3: The study of history helps us understand the present and shape the future.

- HP 3 -1: Students demonstrate an understanding of how the past frames the present
  - a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)
- HP 3 -2: Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by
  - a. articulating an understanding of the meaning, implications, and impact of historical events on their lives today

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- HP 4 -1: Students understand geographic factors and shared past events affect human interactions by
  - a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.
  - b. analyzing conflict that is based on unresolved historical-geographical differences
  - c. citing historical evidence that geographic factors affected decision-making by policy-makers.
- HP 4 -2: Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by

- a. evaluating the effect of technology and innovation on promoting territorial expansion.
- b. proving whether innovation and invention have been beneficial or detrimental to society.

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- HP5 -1: Students understand a variety of factors affect cultural diversity within a society by
  - a. identifying patterns of migration and evaluating their socio-cultural impacts.
  - b. investigating the role of demographic factors (gender, ethnicity, class)U in creating cultural diversity in a society.
  - c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).
- HP5 -2: Students understand how culture has affected how people in a society behave in relation to groups by
  - a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence
  - b. contrasting how cultural groups have conflicted over land use issues.
  - c. evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.
- HP5 -3: Students understand how various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by
  - a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events
  - b. describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.

### Geography

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 terms.

- G1 -1: Students understand maps, globes, and other geographic tools and technologies by
  - c. analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

- G2 -1: Students understand the physical and human characteristics of places by

- a. evaluating how humans interact with physical environments to form past and present communities.
- G2 -2: Students distinguish between regions and places by
  - a. analyzing and explaining how concepts of site and situation can explain the uniqueness of places.
- G2 -4: Students identify the ways geography contributes to how regions are defined / identified by
  - a. comparing and contrasting regional characteristics to understand human events.
  - b. analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.

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.

- G3 -2: Students understand the interrelationships of geography with resources
  - a. evaluating the environmental consequences of resource consumption.

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

- G4 -3: Students explain how human actions modify the physical environment by
  - a. analyzing the relationship between human action and the environment over time, using researched evidence.
  - b. comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs.

### Economics

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- E1 -1: Students demonstrate an understanding of basic economic concepts by
  - b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.
- E1 -2: Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by
  - a. applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- E2 -1: Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by
  - b. analyzing the roles of supply and demand in an economy.