First Peoples of Rhode Island
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 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by
  a. identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security)
  b. explaining how political authority is obtained and legitimized
  c. examining the historical origins of power and how that power has been exercised over time (e.g., divine right, popular sovereignty, social contract, "regime of truth")

C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

- C&G 2–2 Students demonstrate an understanding of the democratic values and principles underlying the US government by
  b. analyzing the inherent challenges involved in balancing majority rule and minority rights
  c. identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination)

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

- C&G 3–1 Students demonstrate an understanding of citizens' rights and responsibilities by
  d. analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security)

- C&G 3–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by
  d. identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., Civil Rights Movement, women's suffrage)

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

- C&G 4–1 Students demonstrate an understanding of political systems and political processes by
  e. analyzing multiple perspectives on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education)

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
  a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state)
  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 Students demonstrate an understanding of the benefits and challenges of an interconnected world by
  a. describing the interconnected nature of a contemporary or historical issue
  b. analyzing and evaluating a contemporary or historical issue (e.g. free trade versus fair trade, access to medical care and terrorism)

- C&G 5-3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by
  b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action

Historical Perspectives

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

- HP 1–1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by
  a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print 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
  d. using technological tools in historical research

- 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
  b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change

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. explaining origins of major historical events

b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island)

- 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: non-government 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 by
    a. gathering evidence of circumstances and factors contributing to contemporary problems

- 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 (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)
    b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") has contributed to current social, economic, or political patterns

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
- HP 4–1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by
    a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.
    b. analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).

- 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.
- HP 5–1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by
     b. investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.
     c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).

- HP 5–2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by
     a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.
     b. contrasting how cultural groups have conflicted over land use issues.
     c. evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.

- HP 5–3 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

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 term.
- G 1–1 Students understand maps, globes, and other geographic tools and technologies by
     a. analyzing spatial patterns and synthesizing with other primary and secondary sources.
     c. analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
- G 2–2 Students distinguish between regions and places by
     a. analyzing and explaining how concepts of site and situation can explain the uniqueness of places.

- G 2–3 Students identify different perspectives that individuals/groups have by
     a. evaluating the cultural and regional differences for potential bias from written or verbal sources.

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.

- G 3–1 Students analyze why people do/do not migrate by
  a. investigating the causes of major migrations and evaluating the impact on affected populations.

- G 3–3 Students determine how geography influences human settlement, cooperation or conflict by
  a. analyzing these relationships in a given historical or current example.

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

- G 4–1 Students explain how humans depend on their environment by
  a. researching and reporting specific examples of how human dependence on the environment has impacted political, economic, and/or social decisions.

- G 4–2 Students explain how humans react or adapt to an ever-changing physical environment by
  a. examining a specific case study of how a society reacted or adapted to a physical environmental change and argue opposing solutions.

- G 4–3 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.

Economics

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

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

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

E 3: Individuals, institutions, and governments have roles in economic systems.

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

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