

Social Studies II

Scope and Sequence

Quarter 1

Unit 1.1: Change and Progress, 12 days

Grade-Span Expectations for Social Studies

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

- (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- evaluating the effect of technology and innovation on promoting territorial expansion.
 - proving whether innovation and invention have been beneficial or detrimental to society.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Note: Social Studies II can be taught in Grade 10, 11, or 12. Therefore, the CCSS for Grades 9–10 and for Grades 11–12 are listed. Focus only on the CCSS for your grade span.

Reading Standards

Craft and Structure

- RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analyze
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to

Unit 1.2: Policy and Society, 11 days

Grade-Span Expectations for Social Studies

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

- (9-12) – 1 Students demonstrate an understanding of how the past frames the present by...
- gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)

Burrillville and Lincoln Public Schools with process support from the Charles A. Dana Center at the University of Texas at Austin.

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

- (9-12) – 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.
- (9-12) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- b. describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence

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

- (9-12) – 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.

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Reading Standards**Key Ideas and Details**

- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Writing Standards**Research to Build and Present Knowledge**

- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research

Unit 1.3: Environment and Culture, 16 days**Grade-Span Expectations for Social Studies****G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.**

- (9-12) –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 adapting to a physical environmental change and argue opposing solutions.

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

- (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- c. evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.

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

- (9-12) –1 Students demonstrate an understanding of basic economic concepts by...
- a. applying the concept that choices involve trade-offs in real world situations or historical contexts.
- (9-12) –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.

- (9-12)–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.

Common Core State Standards for English Language Arts or Literacy

Note: Social Studies II can be taught in Grade 10, 11, or 12. Therefore, the CCSS for Grades 9–10 and for Grades 11–12 are listed. Focus only on the CCSS for your grade span.

Writing Standards**Text Types and Purposes**

- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)

Production and Distribution of Writing

- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Quarter 2

Unit 2.1: Rights and Responsibilities, 20 days

Grade-Span Expectations for Social Studies

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

- (9-12) –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 4: People engage in political processes in a variety of ways.

- (9-12) –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).

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

- (9-12) –2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- 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.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Integration of Knowledge and Ideas**

- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards**Research to Build and Present Knowledge**

- WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit 2.2: Economic Geography and Human Interaction, 20 days

Grade-Span Expectations for Social Studies

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

- (9-12) -1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- b. analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).

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

- (9-12) -4 Students identify the ways geography contributes to how regions are defined / identified by...
- b. analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.

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

- (9-12) -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

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

- (9-12) -1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- a. analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.
 - c. analyzing local, regional, national, and global markets for goods and services.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Quarter 3

Unit 3.1: Innovation, Technology, and the Economy, 12 days

Grade-Span Expectations for Social Studies

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

- (9-12)– 1 Students connect the past with the present by...
- c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., women’s liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)
- (9-12) – 2 Students chronicle events and conditions by...
- b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI)

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

- (9-12) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standards

Production and Distribution of Writing

- WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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Research to Build and Present Knowledge

- WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 3.2: Geography and the Global Economy, 12 days**Grade-Span Expectations for Social Studies****G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (9-12) –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 population and resources, relationships (cooperation and conflict), and culture.

- (9-12) –2 Students understand the interrelationships of geography with resources by...
- a. evaluating the environmental consequences of resource consumption.

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

- (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- b. evaluating the government’s monetary and fiscal policies.
- (9-12) – 2 Students demonstrate an understanding of the role of government in a global economy by...
- a. evaluating how policymakers encourage or discourage economic activity.

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards***

- RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Unit 3.3: Economic Challenges & Opportunities, 21 days

Grade-Span Expectations for Social Studies

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

- (9-12) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- c. evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals

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

- (9-12) –1 Students demonstrate an understanding of basic economic concepts by...
- c. evaluating historical and contemporary choices using marginal analysis.
- (9-12) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- b. evaluating personal choices using a cost-benefit analysis.
- (9-12) – 3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Writing Standards

Text Types and Purposes

- WHST.9-10.1 Write arguments focused on *discipline-specific content*.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

- WHST.11-12.1 Write arguments focused on *discipline-specific content*.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

- WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Quarter 4

Unit 4.1: Decision Making and Society, 18 days

Grade-Span Expectations for Social Studies

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

- (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- distinguishing between the rule of law and the “rule of men” (e.g., *Korematsu v. U.S.* and Japanese internment during WWII)

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

- (9-12)–3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...
- 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

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

- (9-12) –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.

Unit 4.2: Historical Connections, 19 days

Grade-Span Expectations for Social Studies

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

- (9-12) -3 Students 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.

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

- (9-12) – 1 Students demonstrate an understanding of how the past frames the present by...
- b. formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective)
- (9-12) – 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)

