

Social Studies I

Scope and Sequence

Quarter 1

Unit 1.1, Global Interactions (10 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)– 3 Students show understanding of change over time by...

- a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g., immigration trends, land use patterns, naval military history)

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

(9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- a. identifying patterns of migration and evaluating their socio-cultural impacts.

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

(9-12) – 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)

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

Reading Standards

Key Ideas and Details

9-10.RH.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.

Craft and Structure

9-10.RH.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 studies.

Unit 1.2, Interactions with Rights and Citizenship (12 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...
 - e. describing the criteria used for admission to citizenship in the U.S.
- (9-12) –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)

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...
 - b. identifying and linking key ideas and concepts and their enduring implications

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

Writing Standards

Research to Build and Present Knowledge

- 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Unit 1.3, Perspectives on Government (12 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)–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)

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

- (9-12) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
 - c. identifying, describing, or analyzing multiple perspectives on an historical trend or event

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

- (9-12)–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.

Common Core 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.

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.
- 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.

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.

Research to Build and Present Knowledge

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

Quarter 2

Unit 2.1: Introduction to Mapping Technologies (15 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...
- a. utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.

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.

- (9–12)-1 Students understand maps, globes, and other geographic tools and technologies by....
- b. analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving.

(9–12)–2 Students interpret the characteristics and features of maps by...

- a. evaluating the impact of topographical features on the development of societies.

G2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

(9-12)–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.

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

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.

Unit 2.2: Technology’s Role in Understanding Civilization (6 days)

Grade-Span Expectations for Social Studies

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

(9-12) - 1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- d. using technological tools in historical research.

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.

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.

(9-12) - 1 Students understand maps, globes, and other geographic tools and technologies by...

- a. analyzing spatial patterns and synthesizing with other primary and secondary sources.
- b. analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).

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.

(9-12) – 1 Students analyze why people do/do not migrate by...

- a. investigating the causes of major migrations and evaluating the impact on affected populations.

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

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.

Unit 2.3: Continuity or Change in History (15 days)

Grade-Span Expectations for Social Studies

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

(9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...

- b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island’s path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the *Constitution*?).

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

(9-12) –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.

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

Writing Standards

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.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.

Quarter 3

Unit 3.1, Geography and Culture in Historical Outcomes (10 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) –2 Students distinguish between regions and places by...
- a. analyzing and explaining how concepts of site and situation can explain the uniqueness of places.
- (9-12)–4 Students identify the ways geography contributes to how regions are defined / identified by...
- a. comparing and contrasting regional characteristics to understand human events.

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

- (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).
- (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...
- b. contrasting how cultural groups have conflicted over land use issues.

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

Reading Standards

Craft and Structure

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Unit 3.2, Formation of Government (15 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...
- c. explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy – Democratic republic)
 - b. comparing and contrasting different forms of government and their purposes.

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

- (9-12) –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.

- (9-12)– 1 Students connect the past with the present by...
- a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island)

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

Reading Standards

Craft and Structure

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.

Integration of Knowledge and Ideas

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

Unit 3.3, Geography’s Impact on History (14 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...
- c. citing historical evidence that geographic factors affected decision-making by policy-makers.

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.

- (9-12) –3 Students determine how geography influences human settlement, cooperation or conflict by...
- a. analyzing these relationships in a given historical or current example.

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...
- b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.

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

- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Quarter 4

Unit 4.1, Researching to Produce Effective Claims (12 days)

Grade-Span Expectations for Social Studies

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

- (9-12) -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 (e.g., RI Constitution, art, oral history, writings of Elizabeth Buffum Chace)

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

- (9-12)– 3 Students show understanding of change over time by...
- b. documenting various groups (e.g., formal: non-government organizations, religious; informal: family, clan) and their traditions that have remained constant over time (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)

G 1: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms

- (9-12) –2 Students interpret the characteristics and features of maps by
- b. integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.

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

Reading Standards

Integration of Knowledge and Ideas

- RH.9–10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Writing Standards

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 4.2, Argument Writing (14 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) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...
- 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”)

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

- (9-12) -1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- b. explaining how historical facts and historical interpretations may be different, but are related (e.g., slavery in RI v. economic benefit to RI)

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

- (9-12) -2 Students chronicle events and conditions by...
- a. creating narratives based on a particular historical point of view (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)

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.

Unit 4.3, Culmination (15 days)

Grade-Span Expectations for Social Studies

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...
- c. analyzing and interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources

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...
- d. analyzing how and why economic systems have changed over time.

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.

