

Grade 7 Social Studies, Quarter 1, Unit 1

Students as Historians

Overview

Number of instructional days: 20 (1 day = 50 minutes)

Rationale for placement

Students need to understand that history is an account of human activity that is interpretive in nature. Students need to identify appropriate sources and use evidence to support historical interpretation.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

ACT as **historians**, using a variety of tools (e.g., artifacts and primary and secondary sources) by . . .

- IDENTIFYING sources; USING evidence; DRAWING inferences
- DETERMINING cause(s) and effect(s) of historical events; IDENTIFYING key events and people of a particular historical era
- ESTABLISHING chronological order; EXPLAINING its origins and its development over time; CONSTRUCTING a historical narrative
- IDENTIFYING a variety of **maps**; UTILIZING a variety of **maps**; ACCESS **databases**

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

WRITE **informative/explanatory texts**, including the narration of historical events, by . . .

- INTRODUCING a **topic clearly**; DEVELOP **the topic** with relevant, well-chosen **facts, definitions, concrete details, quotations**, or other information
- USING precise language and domain-specific vocabulary; appropriate and varied transitions
- ESTABLISHING and MAINTAINING a **formal style** and **objective tone**.
- WRITING routinely over extended time frames

Essential questions

- What are secondary and primary sources? How do they allow historians to chronicle historical events?
- How does the understanding of cause and effect of specific historical events lead to understanding of present events?

- What geographic tools do historians use? How do these tools help make sense of the world around us?

Written Curriculum

Grade-Span Expectations for Social Studies

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

- (7-8) –1** Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- identifying appropriate sources and using evidence to substantiate specific accounts of human activity
 - drawing inferences from Rhode Island History about the larger context of history (e.g., Opening of Japan, Separation of Church and State, Industrialism)

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

- (7-8)–1** Students connect the past with the present by...
- determining the cause(s) and effect(s) of specific historical events that impact RI today
- (7-8)–2** Students chronicle events and conditions by...
- identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”)
- (7-8)–3** Students show understanding of change over time by...
- establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative

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.

- (7-8) –1** Students understand maps, globes, and other geographic tools and technologies by...
- identifying and utilizing a variety of maps for different purposes.
 - utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Key Ideas and Details

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

Integration of Knowledge and Ideas

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

HP

In Grades 3 and 4, students should have identified the differences between primary and secondary sources. In Grades 5 and 6, students have identified the point of view of historical sources. Students have identified sequential events that have shaped historical events, and they have worked backwards using chronology from the event to its origin.

G

In Grades 5 and 6, students have used and identified physical features of maps and globes.

RI

Students have started citing specific textual evidence.

W

Students have written informative texts, including narrating historical events.

Current learning

HP

Students use primary and secondary sources to draw inferences in the larger context of history. They determine the cause and effect of specific events and analyze the impact of those events on local, state, and national history. Students construct narratives that use chronology to illustrate changes over time.

G

Students use maps and other tools to show trends in human behavior.

RI

Students cite textual evidence.

W

Students write informative and narrative texts to describe historical events.

Future learning

HP

Next year, students will analyze and evaluate historical primary and secondary print and nonprint sources and explain how historical facts and historical interpretations may be different but are related. Students will explain cause-and-effect relationships in order to sequence and summarize events, make connections among a series of events, or compare/contrast events.

G

Students will analyze spatial patterns and synthesize the analysis with other primary and secondary sources.

RI

Students will determine the central ideas and conclusion of a text and trace the explanation.

W

Students will write informative texts that include definitions, concrete details, quotations, and examples appropriate to the audience's knowledge of the topics.

Resources

Suggested primary and secondary documents

Reading Like a Historian by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano

Why Won't You Just Tell Us the Answer by Bruce A. Lesh

Suggested online resources

- Gilder Lehrman Institute of American History:
<http://www.gilderlehrman.org/http://www.gilderlehrman.org/>
- Rhode Island Historical Society: <http://www.rihs.org/http://www.rihs.org/>
- Stanford University History Study Group:
http://sheg.stanford.edu/home_pagehttp://sheg.stanford.edu/home_page
- Library of Congress: <http://catalog.loc.gov/> <http://catalog.loc.gov/>

Key information from the grade-span expectations and common core state standards documents

- Common Core Standards for Literacy in History/Social Studies:
<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Vocabulary

Grade 7 Social Studies, Quarter 1, Unit 2

Purposes of Government

Overview

Number of instructional days: 15 (1 day = 50 minutes)

Rationale for placement

This unit provides the framework for students to understand the origins, forms, and purposes of government and to identify the democratic principles and values of the United States government. This unit precedes the Patterns of Conflict and Cooperation unit in order to prepare students for upcoming skills and concepts.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY and EXPLAIN the **origins and basic functions of government**
- EXPLAIN what happens when **political structures do or do not meet the needs of people** (democracy v. anarchy)
- EXPLAIN how **democratic values** are reflected in enduring documents, political speeches (discourse), and group actions

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

- DETERMINE the meaning of words and phrases in context, including vocabulary specific to history/social studies
- DISTINGUISH among **fact, opinion and reasoned judgment**
- READ and COMPREHEND history/social studies texts in Grade 7 independently and proficiently
- WRITE **arguments** on history/social studies topics:
 - INTRODUCE **claims**; ACKNOWLEDGE and DISTINGUISH **claims**; ORGANIZE **reasons and evidence logically**
 - SUPPORT **claims** with **logical and accurate evidence, reasoning, and data** from **credible sources**
 - USE **words and phrases to create cohesion** and to **clarify relationships among claims, counterclaims, reasons, and evidence**
 - ESTABLISH and MAINTAIN a **formal style**
 - PROVIDE a **concluding statement or section that follows from and supports the argument**

- PRODUCE **clear and coherent writing** where the **development, organization and style** are appropriate to the task.
- WRITE routinely over extended time or shorter time frames,

Essential questions

- Why do governments exist?
- How does a government do its job? What happens when a government does not do its job?
- How are governments created, structured, maintained, and change?
- How do citizens influence the government?
- What are the roles and responsibility of governments?
- How is power gained, used, and justified?

Written Curriculum

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.

- (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- a. identifying and explaining the origins and basic functions of government
 - c. explaining what happens when political structures do or do not meet the needs of people (e.g., democracy v. anarchy)

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

- (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- a. explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions

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

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Integration of Knowledge and Ideas

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Grades 5 and 6, students have identified the basic functions of government, cited examples of when major changes in government have occurred, and explored democratic values such as respect, property, compromise, liberty, self-government, and self-determination.

RI

In Grades 5 and 6, students determined the meaning of general academic and domain-specific words and phrases in a text.

W

In Grades 5 and 6, students wrote opinion pieces on topics or texts, supporting a point of view with reasons and information.

Current learning

C&G

In this unit, students use primary and secondary sources to compare and contrast the key stages of the development of the rule of law. Students define and identify the nature of governmental authority and how a government gains power. They identify and explain democratic values and explain how these values are reflected in various primary and secondary sources.

RI

In this unit, students determine the meaning of words and phrases in a text, including vocabulary describing political, social, or economic aspects of history. Students explain how an author uses reasons and evidence to support particular points in a text.

W

In this unit, students write arguments focusing on historical content.

Future learning

C&G

In Grades 9-12, students will describe or explain competing ideas about the purposes and functions of government and politics. They will also explain how political beliefs are reflected in the form and structure of government.

RI

In Grades 9-12, students will interpret and analyze primary source documents. They will also determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history.

By the end of grade 10, students will read and comprehend history and social studies texts in the 9–10 text-complexity band independently and proficiently.

W

In Grades 9–10, students will continue to write arguments focusing on historical content.

Resources

Suggested primary and secondary documents

Reading Like a Historian, by Sam Wineburg, Daisy martin and Chauncey Monte-Sano

Why Won't You Just Tell Us the Answer? by Bruce A. Lesh

A History of US, by Joy Hakim. This ten-volume series of short essays covers topics in American history, starting with *The First Americans* ending with *All The People*.

Focus on U.S. History, by Kathy Sammis. This eight-volume series of hands-on, document-based activities starts with *Era of Exploration and Discovery* and ends with *Era of World War II Through Contemporary Times*.

Suggested online resources

PBS Learning Media: <http://goo.gl/M3c1NN>

- Website with resources on Civics and Government, Economics, Geography, U.S. history and World history.

Gilder Lehrman Institute of American History: <http://www.gilderlehrman.org/>

- Website with multimedia resources on American history organized by era. The History Now section includes short articles on many topics.

Library of Congress, Themed Resources: <http://goo.gl/u9hu7D>

- Collection of themed resources from the Library of Congress. Examples include civics and government, civil rights, civil war, baseball, geography and maps, immigration, etc.

Library of Congress, American Memory: <http://memory.loc.gov/ammem/index.html>

- Access to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

National Archives, DocsTeach: www.docsteach.org

- Thousands of primary source documents, from the billions preserved at the National Archives, that can serve as classroom teaching tools to bring the past to life. Use the search field to find written documents, images, maps, charts, graphs, audio, and video in the ever-expanding collection that spans the course of American history.

National History Education Clearinghouse: <http://teachinghistory.org/>

- A single destination for K–12 American history content, teaching methods, and current research.

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

Eyewitness to History: <http://www.eyewitnesstohistory.com/>

- A variety of visual resources related to American History

Historical Thinking Project: <http://historicalthinking.ca/>

- The Historical Thinking Project was designed to foster a new approach to history education, in line with recent international research on history learning. The Project has the potential to shift how teachers teach and how students learn and is organized around the following concepts:
 - Establish historical significance
 - Use primary source evidence
 - Identify continuity and change
 - Analyze cause and consequence
 - Take historical perspectives
 - Understand the ethical dimension of historical interpretations.

Rhode Island Historical Society: <http://www.rihs.org/>

Stanford University History Study Group: http://sheg.stanford.edu/home_page

- A variety of DBQ projects and resources related to American History

Investigating U.S. History: <http://investigatinghistory.ashp.cuny.edu/index.html>

Discovery Education: <http://www.discoveryeducation.com/>

The History of US: <http://www.history.com/shows/america-the-story-of-us/videos>

- Key information from the grade-span expectations and common core state standards documents

Common Core Standards for Literacy in History/Social Studies:

<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Common Core Conversations: <http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

authority	functions
concepts	principles
constitution	specific
distribution	structures
establishes	

Grade 7 Social Studies, Quarter 2, Unit 1

Patterns of Conflict and Cooperation

Overview

Number of instructional days: 18 (1 day = 50 minutes)

Rationale for placement

This unit builds off of the previous unit on purposes of government to explain how patterns of conflict and cooperation lead to change. This unit precedes the Structures of Government unit to prepare students for how patterns of conflict and cooperation lead to changes in government structure.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- **CITE specific evidence to EXPLAIN how geographic factors impacted a civilization's adaptation, development or decline** (e.g. Middle Passage).
- **IDENTIFY and DESCRIBE how traits of civilization develop in response to innovations, inventions, change and territorial expansion.**
- **APPLY demographic factors** (e.g. urban/rural, religion, socioeconomics, race) to **UNDERSTAND changes in cultural diversity in a historical and contemporary context.**
- **USE evidence to build logical arguments in support or in opposition to expansion of human settlement.**
- **DESCRIBE how innovations, inventions and technology stimulate economic growth by expanding markets, creating related industries and improving the flow of goods and services.**
- **EXPLAIN how innovations and technology positively or negatively impact industries, economies, cultures and innovations.**

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

- **IDENTIFY key steps in a text's description of a process related to history/social studies** (e.g. how a bill becomes law).
- **DISTINGUISH among fact, opinion and reasoned judgment.**
- **READ and COMPREHEND history/social studies texts in grades 6-8 band independently and proficiently.**

- **PRODUCE clear and coherent writing** in which the **development, organization and style are appropriate to the task, purpose and audience.**
- **CONDUCT short research projects** to answer a question, **DRAW on several sources and generating additional related, focused questions** that allow for multiple avenues of exploration.
- **WRITE routinely over extended time or shorter time frames for a range of history/social studies tasks, purposes and audiences.**

Essential questions

- How did geography lead to changes in a society?
- What is conflict? How does conflict between different groups (political, religious, economic or social) lead to changes in government?
- How does cooperation between different groups (political, religious, economic or social) avoid violent conflict?
- What inventions have developed? How do inventions, innovations, and technology lead to changes in society?
- How do political systems work to avoid conflict?

Written Curriculum

Grade-Span Expectations for Social Studies

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

- (7-8) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- a. citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion).
- (7-8) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.

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

- (7-8) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- b. applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.

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.

- (7-8) –3 Students understand how geography influences human settlement, cooperation or conflict by...
- a. using evidence to build a logical argument in support or in opposition to expansion of human settlement.

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

- (7-8) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.
 - b. explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.

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

Reading Standards

Key Ideas and Details

- RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning*HP*

In Grades 5 and 6, students explained how humans organized themselves in communities, government, and businesses. Also, students cited examples of how science and technology have impacted individuals, societies, and the environment, and they provided examples of cultural diversity.

G

In Grades 5 and 6, students recognized and justified how geography influences human settlement, cooperation, and conflict.

E

In Grades 5 and 6, students identified how inventions and technology stimulate economic growth; they provided examples of how innovations and technology affect industries, economies, cultures, and individuals.

RI

In Grade 5, students explained the relationship and interactions among two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. Also, students explained how an author uses reasons and evidence to support particular points in a text.

W

In Grade 5, students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience. Students also conducted short research projects that used several sources to build knowledge through investigation.

Current learningHP

In this unit, students cite specific evidence to explain how geographic factors affect a civilization's adaptation, development, or decline. Also, students identify and describe how a civilization's traits develop in response to innovations, inventions, change, and territorial expansion. Students apply demographic factors to understand changes in cultural diversity.

G

In this unit, students use evidence to build a logical argument to support or oppose expansion of human settlement.

E

In this unit, students identify and explain how inventions and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.

RI

In this unit, students identify key steps in a text's description of a process related to history/social studies. Also, students distinguish among fact, opinion, and reasoned judgment.

W

In this unit, students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Students also conduct short research projects to answer a question, drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.

Future learningHP

In Grades 9-12, students will use maps, graphs, and charts to draw conclusions about how societies are shaped/formed.

In Grades 9-12, students will evaluate the effects of technology and innovation on promoting expansion.

In Grades 9-12, students will investigate the role of demographic factors in creating cultural diversity.

G

In Grades 9-12, students will analyze how geography influences human settlement, cooperation, and conflict given a specific historical example.

E

In Grades 9-12, students will investigate and synthesize the role of technology in solving and/or creating economic issues.

RI

In Grades 9-10, students will analyze a series of events described in a text and determine whether earlier events caused later ones or not. They will assess whether an author's claim is supported by

evidence and reasoning. Last, students will read and comprehend history/social studies at the 9th and 10th-grade level independently and proficiently.

W

In Grades 9-10, students will conduct short research projects to solve problems by synthesizing multiple sources on the topic to demonstrate their understanding.

Resources

Suggested primary and secondary documents

Reading Like a Historian by Sam Wineburg, Daisy Martin and Chauncey Monte-Sano

Why Won't You Just Tell Us the Answer by Bruce A. Lesh

A History of US by Joy Hakim.

- This is a series of short essays, divided into ten volumes starting with *The First Americans* and ending with *All The People*, on topics in American history.

Focus on U.S. History by Kathy Sammis.

- This is an eight-volume series of hands-on, document-based activities. The series starts with *Era of Exploration and Discovery* and ends with *Era of World War II Through Contemporary Times*.

Document-Based Assessment for U.S. History by Kenneth Hilton, Walch Publishing.

- A collection of 20 primary and secondary source documents in a DBQ format on various topics in American history.

Suggested online resources

PBS Learning Media - <http://goo.gl/M3c1NN>

- Website with resources on Civics and Government, Economics, Geography, US History and World History.

Gilder Lehrman Institute of American History - <http://www.gilderlehrman.org/>

- Website with multimedia resources on American History organized by era. The History Now section includes short articles on many topics.

Library of Congress - Themed Resources - <http://goo.gl/u9hu7D>

- Collection of themed resources from the Library of Congress. Examples include Civics and Government, Civil Rights, Civil War, Baseball, Geography, Maps, and Immigration.

Library of Congress - American Memory - <http://memory.loc.gov/ammem/index.html>

- Access to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

National Archives - DocsTeach - www.docsteach.org

- Thousands of primary source documents to bring the past to life as classroom teaching tools from the billions preserved at the National Archives. Use the search field to find written documents, images, maps, charts, graphs, audio and video in our ever-expanding collection that spans the course of American history.

National History Education Clearinghouse - <http://teachinghistory.org/>

- A single destination for K-12 American history content, teaching methods, and current research.

Eyewitness to History - <http://www.eyewitnesstohistory.com/>

- A variety of visual resources related to American History

Historical Thinking Project - <http://historicalthinking.ca/>

- The Historical Thinking Project was designed to foster a new approach to history education — with the potential to shift how teachers teach and how students learn, in line with recent international research on history learning. Organized around the following concepts.
 - Establish historical significance
 - Use primary source evidence
 - Identify continuity and change
 - Analyze cause and consequence
 - Take historical perspectives, and
 - Understand the ethical dimension of historical interpretations.

Rhode Island Historical Society: <http://www.rihs.org/>

Stanford University History Study Group: http://sheg.stanford.edu/home_page

A useful site for DBQ's on many topics in US History

Library of Congress: <http://catalog.loc.gov/>

Investigating US History: <http://investigatinghistory.ashp.cuny.edu/index.html>

The DBQ Project: <http://www.dbqproject.com/>

A useful site for DBQ's on many topics in US History

Discovery Education: <http://www.discoveryeducation.com/>

The History of US: <http://www.history.com/shows/america-the-story-of-us/videos>

Center for Civic Education: <http://www.civiced.org/>

Key information from the grade-span expectations and common core state standards documents

Common Core Standards for Literacy in History/Social Studies:
<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Common Core Conversations: <http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

adaptation

citing

conduct

consumers

contemporary

core

cultures

decline

diversity

ethnicity

factors

impact

innovations

logical

phenomena

Grade 7 Social Studies, Quarter 2, Unit 2

Structure of Government

Overview

Number of instructional days: 20 (1 day = 45 minutes)

Rationale for placement

This unit builds off of the previous unit to demonstrate how patterns of conflict and cooperation lead to structures of government. This unit precedes the Civic Ideals and Practice unit, which discusses how individuals exercise their rights and responsibilities as United States citizens.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY the **functions of the three branches of government** (i.e., checks and balances/ cause and effect, separation of powers)
- UNDERSTAND **how people engage in political processes in a variety of ways.**
- ANALYZE and DESCRIBE the **interrelationship among the branches**
- DESCRIBE **how and why individuals identify themselves politically** (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)
- EXPRESS AND DEFEND an **informed opinion** (e.g., political cartoon, letter, speech, emailing Congressional membership)
- PRESENT **their opinion to an audience beyond the classroom**
- DESCRIBE **their own roles and impact in the voting process**
- RECOGNIZE the **cause(s) and effect(s) of taking a civil action**

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

- DETERMINE the **central ideas or information of a primary or secondary source;**
- PROVIDE an **accurate summary of the source distinct from prior knowledge or opinions.**
- DISTINGUISH **among fact, opinion, and reasoned judgment**
- READ and COMPREHEND **history/social studies texts in the grades 6–8 text complexity band independently and proficiently**
- DEVELOP and STRENGTHEN, with guidance, **writing as needed by planning, revising, editing, rewriting, or trying a new approach**
- FOCUS on **how well purpose and audience have been addressed.**

- **PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **WRITE routinely over extended time frames** (time for reflection and revision) and **shorter time frames** (a single sitting or a day or two) for a **range of discipline-specific tasks, purposes, and audiences.**

Essential questions

- How does the Constitution protect against tyranny?
- What specific powers are granted to each of the three branches of government by the Constitution?
- How do the powers shared by the three branches create conflict among the legislative, judicial and executive bodies?
- What ideas and features are found in the United States Constitution?
- How did the Federalist and Republican Parties form, and on what issues did they disagree?
- What are the purposes, structures, and functions of political parties?
- In what ways did Thomas Jefferson and Republicans limit the powers of government?
- Does the system of checks and balances provide us with an effective and efficient government?
- How is the Constitution a living document?
- How do the amendments to the Constitution show the development of democracy and society in the United States?

Written Curriculum

Grade-Span Expectations for Social Studies

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

- (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches (i.e., checks and balances/ cause and effect, separation of powers)

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

- (7-8) –1 Students demonstrate an understanding of political systems and political processes by...
- b. describing how and why individuals identify themselves politically (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)

- (7-8)-2 Students demonstrate their participation in political processes by...
- expressing and defending an informed opinion and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)
 - describing their role and impact in the voting process
- (7-8)-3 Students participate in a civil society by...
- recognizing the cause(s) and effect(s) of taking a civil action

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

Reading Standards

Key Ideas and Details

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment.

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Production and Distribution of Writing

- WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

In Grades 3 and 4, students identified the local, state, and national levels of government as well as the three branches of government. In Grades 5 and 6, students described the functions of the three branches of government.

In Grades 5 and 6, students listed the labels that individuals may give themselves within a political process (radical, liberal, conservative, etc.).

In Grades 5 and 6, students used a variety of sources to communicate an opinion to an audience beyond a classroom; they also described the voting processes of local, state, and national elections.

In Grades 5 and 6, students took responsibility for their own actions by anticipating and accepting consequences.

RI

In Grade 5, students determined two or more main ideas of a text and explained how these ideas are supported by details. Students also explained how an author uses reasons and evidence to support particular points in a text, and they identified the reasons and evidence given to support the points. Students also determined the meaning of general academic and domain-specific words and phrases in a text.

W

In Grade 5, students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience. Also, students conducted short research projects that used several sources to build knowledge through investigation.

Current learning

C&G

In this unit, students analyze and describe the interrelationship among the three branches of government. They describe how and why individuals identify themselves politically, and they express and defend an informed opinion to an audience beyond the classroom. They also describe their role and impact in the voting process.

Students recognize the cause(s) and effect(s) of a taking a civil action.

RI

In this unit, students determine the central ideas or information of a primary or secondary source and provide an accurate summary of the source distinct from prior knowledge or opinions. Also, students distinguish among fact, opinions, and reasoned judgment in a text.

W

Students gather relevant information from multiple print and digital sources, use search terms effectively, and quote/paraphrase others to avoid plagiarism, following a standard format for citation.

Students produce clear and coherent writing in which the development, organization, and style were appropriate to task, propose, and audience. Students also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Future learningC&G

In Grades 9-12, students will evaluate, take, and defend positions on a current issue regarding judicial protection of individuals'/states' rights.

In Grades 9-12, students will interact with, analyze, and evaluate political institutions and political parties in an authentic context.

In Grades 9-12, students will collaborate to make decisions and problem-solve to consider multiple perspectives on a current political, social, or economic issue; evaluate the consequences; and develop a plan of action. Students also will work individually or collaboratively to identify, propose, and carry out a community/civic engagement project.

In Grades 9-12, students will identify and analyze the conflicts that exist between public and private lives.

RI

In Grades 9-10, students will determine the central ideas/information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text.

In grades 9-10, students will assess the extent to which the reasoning and evidence in a text support the author's claims. By the end of Grade 10, students will read and comprehend history/social studies texts (in the Grades 9-10 text complexity band) independently and proficiently.

W

In grades 9-10, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, propose, and audience. Students will also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Resources

Suggested primary and secondary documents

Reading Like a Historian by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano

Why Won't You Just Tell Us the Answer by Bruce A. Lesh

A History of US by Joy Hakim. This is a series of short essays, divided into ten volumes starting with *The First Americans* and ending with *All The People*, on topics in American history.

Focus on U.S. History by Kathy Sammis. This is an eight-volume series of hands-on, document-based activities. The series starts with *Era of Exploration and Discovery* and ends with *Era of World War II Through Contemporary Times*.

Document-Based Assessment for U.S. History by Kenneth Hilton, Walch Publishing. This is a collection of 20 primary and secondary source documents in a DBQ format on various topics in American History.

Suggested online resources

PBS Learning Media - <http://goo.gl/M3c1NN>

- Website with resources on Civics and Government, Economics, Geography, US History and World History.

Gilder Lehrman Institute of American History - <http://www.gilderlehrman.org/>

- Website with multimedia resources on American History organized by era. The History Now section includes short articles on many topics.

Library of Congress - Themed Resources - <http://goo.gl/u9hu7D>

- Collection of themed resources from the Library of Congress. Examples include Civics and Government, Civil Rights, Civil War, Baseball, Geography, Maps, and Immigration.

Library of Congress - American Memory - <http://memory.loc.gov/ammem/index.html>

- Access to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

National Archives - DocsTeach - www.docsteach.org

- Thousands of primary source documents to bring the past to life as classroom teaching tools from the billions preserved at the National Archives. Use the search field to find written documents, images, maps, charts, graphs, audio and video in our ever-expanding collection that spans the course of American history.

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- A single destination for K-12 American history content, teaching methods, and current research.

Eyewitness to History - <http://www.eyewitnesstohistory.com/>

- A variety of visual resources related to American History

Historical Thinking Project - <http://historicalthinking.ca/>

- The Historical Thinking Project was designed to foster a new approach to history education — with the potential to shift how teachers teach and how students learn, in line with recent international research on history learning. Organized around the following concepts.
 - Establish historical significance
 - Use primary source evidence
 - Identify continuity and change
 - Analyze cause and consequence
 - Take historical perspectives, and
 - Understand the ethical dimension of historical interpretations.

Rhode Island Historical Society: <http://www.rihs.org/>

Stanford University History Study Group: http://sheg.stanford.edu/home_page

A useful site for DBQ's on many topics in US History

Library of Congress: <http://catalog.loc.gov/>

Investigating US History: <http://investigatinghistory.ashp.cuny.edu/index.html>

The DBQ Project: <http://www.dbqproject.com/>

A useful site for DBQ's on many topics in US History

Discovery Education: <http://www.discoveryeducation.com/>

The History of US: <http://www.history.com/shows/america-the-story-of-us/videos>

Center for Civic Education: <http://www.civiced.org/>

Key information from the grade-span expectations and common core state standards documents

Common Core Standards for Literacy in History/Social Studies:
<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Common Core Conversations: <http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

constitution	impact
demonstrate	integration
distinct	prior
establish	process
identify	range

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Grade 7 Social Studies, Quarter 3, Unit 1

Civic Ideals and Practice

Overview

Number of instructional days: 15 (1 day = 45 minutes)

Rationale for placement

This unit builds on the previous unit, which focused on how individuals exercise their rights and responsibilities as United States citizens. In this unit, students discuss the various ways that people participate in the political processes. This unit precedes the People's Roles unit, which discusses the role of citizens in both the government and society.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE an **understanding of the democratic values and principles underlying the U.S. government** by:
- EXHIBIT and EXPLAIN what it means to be a **responsible citizen in the state and nation**
- IDENTIFY an **issue**, PROPOSE **solutions**, and DEVELOP an **action plan to resolve the issue**
- UNDERSTAND **how people engage in political processes in a variety of ways**.
- PARTICIPATE in a **civil society** by...
- UNDERSTAND and EMPATHIZE for the **opinions of others** (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias)

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

- DESCRIBE **how a text presents information** (e.g., sequentially, comparatively, causally).
- DISTINGUISH **among fact, opinion, and reasoned judgment**
- READ and COMPREHEND **history/social studies texts in the grades 6–8 text complexity band independently and proficiently**
- USE **technology**, including the **Internet**, to PRODUCE and PUBLISH **writing** and PRESENT **the relationships between information and ideas clearly and efficiently**.
- PRODUCE **clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience**.

- **WRITE routinely over extended time frames** (time for reflection and revision) and **shorter time frames** (a single sitting or a day or two) for a **range of discipline-specific tasks, purposes, and audiences**.

Essential questions

- How does government secure natural rights?
- What specific powers are granted to each of the three branches of government by the Constitution?
- How do the powers that the three branches share create conflict among the legislative, judicial, and executive bodies?
- Does the system of checks and balances provide us with an effective and efficient government?
- How is the Constitution a living document?
- How do the amendments to the Constitution show the development of democracy and society in the United States?

Written Curriculum

Grade-Span Expectations for Social Studies

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

- (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- c. exhibiting and explaining what it means to be a responsible citizen in the state and nation

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

- (7-8) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. identifying an issue, proposing solutions, and developing an action plan to resolve the issue.

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

- (7-8)–3 Students participate in a civil society by...
- a. demonstrating an understanding and empathy for the opinions of others (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias).

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

Reading Standards

Craft and Structure

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Integration of Knowledge and Ideas

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Grades 3-4, students exhibited and explained what it means to be a responsible member of a group to achieve a common goal and self-monitored their effectiveness in a group. In Grades 5-6, students exhibited and explained what it means to be a responsible citizen in the community.

In Grades 3-4, students demonstrated and explained how personal choices can affect rights, responsibilities, and privileges of self and others. In Grades 5-6, students identified and explained specific ways rights may or may not be exercised.

In Grades 5-6, students demonstrated respect for the opinions of others.

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RI

In Grade 5, students compared and contrasted the overall structure of events, ideas, concepts, or information in two or more texts. They explained how an author uses reasons and evidence to support particular points in a text and identified reasons and evidence that support points.

By the end of Grade 5, students read informational texts (with Grades 4-5 text complexity) independently and proficiently.

W

In Grade 5, students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience.

In Grade 5, students, with support, used technology, including the Internet, to produce and publish writing as well as interact and collaborate with others.

In Grade 5, students wrote routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Current learning*C&G*

In this unit, students exhibit and explain what it means to be a responsible citizen in the state and nation.

Students identify an issue, propose solutions, and develop a plan to resolve the issue.

They demonstrate an understanding of and empathy for the opinions of others.

RI

In this unit, students describe how a text presents information. They distinguish among fact, opinions, and reasoned judgment in a text. They read history/social studies texts (with Grades 6-8 text complexity) independently and proficiently.

W

In this unit, students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

They also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Future learning*C&G*

In Grades 9-12, students will identify and give examples of the discrepancies between democratic ideals and the realities of American social and political life.

In Grades 9-12, students will identify a policy at school or a policy at the local, state, national, or international level and describe how it affects individual rights.

In Grades 9-12, students will critically reflect on their own civic dispositions.

RI

In Grades 9-10, students will analyze how a text uses structure to emphasize key points or advance an explanation or analysis. They will assess the extent to which the reasoning and evidence in a text support the author's claims.

In Grades 9-10, students will read history/social studies texts (with Grades 9-10 text complexity) independently and proficiently.

W

In Grades 9-10, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will use technology, including the Internet, to produce, publish, and update individual or shared writing products, and they will take advantage of technology's capacity to link other information.

In Grades 9-10, students will also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Resources

Suggested primary and secondary documents

Reading Like a Historian by Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano

Why Won't You Just Tell Us the Answer? by Bruce A. Lesh

A History of US by Joy Hakim

- This is a series of short essays, divided into ten volumes starting with *The First Americans* ending with *All The People*, on topics in American history.

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 - Analyze cause and consequence
 - Take historical perspectives, and
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Common Core Standards for Literacy in History/Social Studies:

<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Common Core Conversations: <http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

alternative	perspectives
appropriate	principles
bias	processes
civil	publish
coherent	relevant
integration	sequentially
issue	structure
participate	underlying

Grade 7 Social Studies, Quarter 3, Unit 2

People's Roles

Overview

Number of instructional days: 17 (1 day = 45 minutes)

Rationale for placement

This unit builds on the previous unit, Civic Ideals and Practice, which discusses the role of citizens in both the government and society. In this unit, students discuss the various ways that people participate in political processes. This unit precedes the Economic, Social, and Political Movements of People unit.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- **DEMONSTRATE an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...**
 - IDENTIFYING the **impact of an historic court case**
 - MAKING **personal connections in an historical context** (e.g., source-to-source, source-to-self, source-to-world) by...
 - RECOGNIZING and REFLECTING on **how the similarities of human issues across time periods influence their own personal histories** (e.g., so what? *How does this relate to me?*)
- **DEMONSTRATE an understanding that a variety of factors affect cultural diversity within a society by...**
 - IDENTIFYING **how movement** (e.g., ideas, people, technology) **impacts cultural diversity.**
 - DESCRIBING **how and why various factors impact an individual or a group's perspective of events.**
- **DEMONSTRATE an understanding of basic economic concepts by...**
 - EXPLAINING the **relationship between resources and industry.**
- **DEMONSTRATE an understanding of basic economic concepts by...**
 - EXPLAINING the **relationship between the producers in a real-world and historical context.**
- **DEMONSTRATE an understanding of the variety of ways producers and consumers exchange goods and services by...**
- **EXPLAIN how and why incentives** (price, advertising, supply, or need) **affect how buyers and sellers interact to determine market value.**

- **EXPLAIN how and why incentives** (price, advertising, supply, or need) **affect how buyers and sellers interact to determine market value.**

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

- **IDENTIFY aspects of a text that reveal an author's point of view or purpose** (e.g., loaded language, inclusion or avoidance of particular facts).
- **DISTINGUISH among fact, opinion, and reasoned judgment**
- **READ and COMPREHEND history/social studies texts in the grades 6–8 text complexity band independently and proficiently**
- **GATHER relevant information from multiple print and digital sources, USE search terms effectively; ASSESS the credibility and accuracy of each source; and QUOTE or PARAPHRASE the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**
- **PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **WRITE routinely over extended time frames** (time for reflection and revision) and **shorter time frames** (a single sitting or a day or two) **for a range of discipline-specific tasks, purposes, and audiences.**

Essential questions

- What is the comparison of costs and benefits when making a decision?
- What is the economic role of government in a market economy?
- What are the roles of money and interest rates in the national economy?
- What is the economic role of government as a provider of goods and services in the national economy?
- What are the factors that cause change in the overall conditions in the U.S. economy?
- What are the reasons for individuals and businesses to specialize and trade?
- How do economic systems affect your life and the lives of others?
- How are economic resources distributed?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- How does trade affect local, national, and international relationships?
- What impact does trade have on a society?
- What is the effect of limited resources on a market economy?

Written Curriculum

Grade-Span Expectations for Social Studies

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

- (7-8) – 2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- c. identifying the impact of an historic court case

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

- (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories (e.g., so what? *How does this relate to me?*)

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

- (7-8) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- a. identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.
- (7-8) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- a. describing how and why various factors impact an individual or a group's perspective of events.

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

- (7-8) – 1 Students demonstrate an understanding of basic economic concepts by...
- a. explaining the relationship between resources and industry.
 - b. explaining the relationship between the producers in a real-world and historical context.

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

- (7-8) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- a. explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.

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

Reading Standards

Craft and Structure

- RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment.

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards

Research to Build and Present Knowledge

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In Grades 3-4, students explained different ways conflicts can be resolved and how conflicts and resolutions can affect people. They also described the resolutions of conflict by the courts or other authorities. In Grades 5 and 6, students explained the judicial process.

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HP

In Grades 5-6, students explained how the similarities of human issues across time periods influence their own personal histories.

They compared and contrasted the cultural diversity of different groups, places, and time periods or the diversity within the same group over time.

In Grades 5-6, students identified various factors that have affected individual or group perspectives on events.

E

In Grades 3-4, students differentiated between human, natural, and capital resources. In Grades 5 and 6, students differentiated among man-made, renewable, and finite resource.

In Grades 3-4, students identified types of resources available and the corresponding goods and services produced in real-world and historical contexts. In Grades 5 and 6, students identified the roles of producers and consumers in real-world and historical contexts.

RI

In Grade 5, students analyzed multiple accounts of the same event or topic, noting important similarities and differences in point of view.

In Grade 5, students explained how an author uses reasons and evidence to support particular points in a text and identified reasons and evidence to support points.

By the end of Grade 5, students read information texts (with Grade 4-5 text complexity) independently and proficiently.

W

In Grade 5, students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience.

In Grade 5, students wrote routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Current learningC&G

In this unit, students identify the impact of a historic court case.

HP

In this unit, students recognize and reflect on how the similarities of human issues across time periods influence their own personal history.

Students identify how movement affects cultural diversity. They describe how and why various factors affect individual or group perspectives on events.

E

In this unit, students explain the relationship between resources and industry. They also explain the relationship between producers in real-world and historical contexts.

RI

In this unit, students identify aspects of a text that reveal an author's point of view or purpose. They distinguish among fact, opinions, and reasoned judgment in a text.

Students read history/social studies texts (with Grades 6-8 text complexity) independently and proficiently.

W

In this unit, students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Future learning*C&G*

In Grades 9-12, students will describe and give examples of how access to institutions can affect justice, rewards, and power in the United States.

HP

In Grades 9-12, students will articulate an understanding of the meaning, implications, and impact of historical events on their lives today.

They will identify patterns of migration and evaluate their sociocultural impacts.

Students will use sources to identify different historical narratives about and perspectives on the same events.

E

In Grades 9-12, students will apply the concept that choices involve trade-offs in real-world situations or historical contexts.

In Grades 9-12, students will apply the concept that economic choices often have long-run intended and unintended consequences in real-world situations or historical contexts.

RI

In Grades 9-10, students will compare the point of view of two or more authors' treatment of the same or similar topics.

In Grades 9-10, students will assess the extent to which reasoning and evidence in a text support the author's claims.

In Grades 9-10, students will read history/social studies texts (with Grades 9-10 text complexity) independently and proficiently.

W

In Grades 9-10, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Resources

Suggested primary and secondary documents

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- The Historical Thinking Project was designed to foster a new approach to history education — with the potential to shift how teachers teach and how students learn, in line with recent international research on history learning. Organized around the following concepts.
 - Establish historical significance
 - Use primary source evidence
 - Identify continuity and change
 - Analyze cause and consequence
 - Take historical perspectives, and
 - Understand the ethical dimension of historical interpretations.

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Vocabulary

accuracy

affect

appropriate

aspects

consequences

consumers

context

demonstrate

denied

distribution

impact

incentives

interact

relevant

similarities

source

Grade 7 Social Studies, Quarter 4, Unit 1

Economic, Social & Political Movements of People

Overview

Number of instructional days: 18 (1 day = 45 minutes)

Rationale for placement

This unit builds off of the previous unit, People's Roles, because it defines how people's roles change as they encounter various economic, social, and political movements throughout history. This unit precedes the Interconnected World unit, which focuses on how individual choices affect a global community.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- CHANGE AND CREATE structures of power, authority and governance in order to accomplish common goals.
- COMPARE AND CONTRAST different forms of government.
- EXPLAIN how geography and economics influence the structure of government.
- IDENTIFY AND EXPLAIN how an action taken by an individual or a group impacts the rights of others.
- RESEARCH AND ANALYSE the impact of surplus, subsistence, and scarcity.
- EXPLAIN the pros and cons of consumer and producer choices.

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

- INTEGRATE visual information with other information in print and digital texts.
- DISTINGUISH among fact, opinion, and reasoned judgment in a text.
- READ AND COMPREHEND history/social studies texts in the grades 6–8 text-complexity band independently and proficiently.
- PRODUCE CLEAR AND COHERENT WRITING in which the development, organization, and style are appropriate to task, purpose, and audience.
- DRAW EVIDENCE from informational texts to support analysis, reflection, and research.
- WRITE ROUTINELY over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Essential questions

- How did migration influence the economic and social development of different cultures?
- How might new experiences, ideas, and interactions change one's view of the world?
- How have advances in technology affected our lives?
- How might new experiences, ideas, and interactions change one's view of the world?
- How did geography influence the development of the political system of a particular region?
- How does the economy of a region affect the rights of humans in a society?
- How have advances in technology affected the economy of a region?

Written Curriculum**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.**

- (7-8)-1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- b. comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)
 - d. explaining how geography and economics influence the structure of government

C&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.

- (7-8) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- b. identifying and explaining how an action taken by an individual or a group impacts the rights of others

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

- (7-8) –1 Students demonstrate an understanding of basic economic concepts-by...
- c. researching and analyzing the impact of surplus, subsistence, and scarcity.
- (7-8) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- a. explaining the pros and cons of consumer and producer choices.

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

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards

Production and Distribution of Writing

- WHST.6-8.4 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.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

In Grades 5 and 6, students listed and defined various forms of government (e.g., dictatorship, democracy, parliamentary, and monarchy).

In Grades 3 and 4, students demonstrated individual/personal accountability to a complete a group task. In Grades 5 and 6, students recognized potential conflicts within or among group settings.

E

In Grades 3 and 4, students explained how positive and negative incentives influence behavior and choices. In Grades 5 and 6, students identified and differentiated between surplus, subsistence, and scarcity.

RI

In Grade 5, students drew on information from multiple print or digital sources to demonstrate the ability to locate an answer or solve a problem efficiently.

In Grade 5, students explained how an author uses reasons and evidence to support particular points in a text and identified which reasons and evidence support which points.

By the end of Grade 5, students read information texts (of Grades 4–5 text complexity) independently and proficiently.

W

In Grade 5, students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience.

In Grade 5, students drew evidence from literary or informational texts to support analysis, reflection, and research.

In Grade 5, students wrote routinely over extended and shorter time frames, for a range of discipline-specific tasks, purposes, and audiences.

Current learningC&G

In this unit, students compare and contrast different forms of government (e.g., dictatorship, democracy, theocracy, republic, and monarchy). Students explain how geography and economics influence the structure of government. They identify and explain how an action taken by an individual or a group impacts the rights of others.

E

In this unit, students research and analyze the impact of surplus, subsistence, and scarcity. They explain the pros and cons of consumer and producer choices.

RI

In this unit, students integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. They distinguish among fact, opinions, and reasoned judgment in a text.

Students also read history/social studies texts (of Grades 6–8 text complexity) independently and proficiently.

W

In this unit, students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students draw evidence from informational texts to support analysis, reflection, and research.

Students also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Future learningC&G

In Grades 9–12, students will compare and contrast the purpose of the forms of government. They will distinguish between the rule of law and the “rule of men.”

Students will also identify and give examples of the discrepancies between democratic ideals and the realities of American social and political life.

E

In Grades 9–12, students will evaluate historical and contemporary choices using marginal examples. They will apply the concept that personal choices often have long-run intended and unintended consequences using historical examples.

RI

In Grades 9–10, students will integrate quantitative or technical analysis (e.g., charts and research data) with qualitative analysis in print or digital text. Students will assess the extent to which the reasoning and evidence in a text support the author’s claims.

Students will read history/social studies texts (of Grades 9–10) text complexity) independently and proficiently.

W

In Grades 9–10, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. They will draw evidence from informational texts to support analysis, reflection, and research.

Students will also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Resources

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Common Core Conversations:

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Vocabulary

coherent	integrate
complexity	migration
denied	style
distribution	visual
economic	

Grade 7 Social Studies, Quarter 4, Unit 2
Unit 4.2: Interconnected World

Overview

Number of instructional days: 17 (1 day = 45 minutes)

Rationale for placement

This unit builds off the preceding unit—Economic, Social, and Political Movements of People—since it demonstrates how individual decisions affect others at the local, national, and global levels.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- **TRACE and EXPLAIN the social, technological, geographical, economical, and cultural connections for a given society of people**
- **EXPLAIN how competing interests on issues benefit some people and cause other people to suffer**
- **INVESTIGATE and ANALYZE historical and visual data in order to draw connections among a series of events**
- **EXPLAIN how geographical features influenced population settlement and development of cultures**
- **ANALYZE and EXPLAIN how geography shapes regions and places**
- **UNDERSTAND the difference between formal, vernacular, and functional regions**
- **ANALYZE how human dependence on the environment impacts political, economic, and social decisions**
- **EXPLAIN the relationships among availability, distribution, and allocation of goods and services**
- **EXPLAIN how scarcity impacts the organization of society and development of civilization**

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

- **DISTINGUISH among fact, opinion, and reasoned judgment in a text**
- **ANALYZE the relationship between a primary and a secondary source on the same topic**
- **READ and COMPREHEND history/social studies texts in the grade 6–8 text-complexity band independently and proficiently**

- **PRODUCE CLEAR and COHERENT writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **WRITE routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.**

Essential questions

- How do technological advances affect people in different regions?
- How do competing economic interests of people benefit some and cause others to suffer?
- How do geography influence population settlement and development of cultures?
- How do geographic features shape regions and places?
- What are the differences among regions?
- How does the environment affect political, economic, and social decisions of a region?
- How do scarcity and the distribution of goods and services affect the development of a society?
- How have technology and changing demographics affected society?
- How does human migration affect a region?

Written Curriculum

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.

- (7-8) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- a. tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (trade, transportation, communication)
- (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- b. considering competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration)

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

- (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. investigating and analyzing historical and visual data in order to draw connections between a series of events

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

- (7-8) –1 Students understand the physical and human characteristics of places by...
- a. explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).
- (7-8) –2 Students distinguish between regions and places by...
- a. analyzing and explaining the geographical influences that shape regions and places.
- (7-8) –4 Students understand how geography contributes to how regions are defined / identified by...
- a. understanding the difference between formal, vernacular, and functional regions

G4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (7-8)–1 Students explain how humans depend on their environment by...
- a. analyzing how human dependence on the environment impacts political, economic and social decisions.

E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance

- (7-8) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. explaining the relationship between availability, distribution and allocation of goods and services.
 - b. explaining how scarcity impacts the organization of society and development of civilization.

**Common Core State Standards for English Language Arts or Literacy
Integration of Knowledge and Ideas**

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text./
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards**Production and Distribution of Writing**

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning**C&G**

In Grades 5 and 6, students identified, described, and explained how people are socially, technologically, geographically, economically, or culturally connected to others. They cited a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges.

HP

In Grades 5–6, students investigated and summarized historical data in order to draw connections between a series of events.

G

In Grades 5–6, students explained and/or connected how geographical features influence population settlement.

In Grades 3–4, students defined a region and its associated places. In Grades 5–6, students compared and contrasted the characteristics of different types of regions and places. They also researched and reported on how humans depend on their environment.

E

In Grades 3–4, students compared the advantages and disadvantages of allocating various goods and services. In Grades 5–6, students described the distribution of goods and services. They also identified how scarcity affects the movement of people and goods.

RI

In Grade 5, students explained how an author uses reasons and evidence to support particular points in a text and identified which reasons and evidence support which points. They integrated information from several texts on the same topic in order to write or speak about the subject knowledgeably.

By the end of Grade 5, students read information texts (with Grade 4–5 text complexity) independently and proficiently.

W

In Grade 5, students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience. Students wrote routinely over extended and shorter time frames, for a range of discipline-specific tasks, purposes, and audiences.

Current learning

C&G

In this unit, students trace and explain the global connections for a given society of people. Students consider the competing interests on issues that benefit some people and cause others to suffer.

HP

In this unit, students analyze historical data in order to draw connections between a series of events.

G

In this unit, students explain and connect why geographic features influence population settlement and development of cultures. They analyze and explain the geographical influences that shape regions and places, and they analyze how human dependence on the environment affects political, economic, and social decisions.

E

In this unit, students explain the relationship between availability, distribution, and allocation of goods and services. They also explain how scarcity impacts the organization of society and the development of civilization.

RI

In this unit, students distinguish among fact, opinions, and reasoned judgment in a text. They analyze the relationship between a primary and a secondary source on the same topic.

Students read history/social studies texts (of Grades 6-8 text complexity) independently and proficiently.

W

In this unit, students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Future learning

C&G

In Grades 9–12, students will identify the ways the world is organized: politically, socially, culturally, economically, and environmentally. They analyze and evaluate a contemporary or historical issue.

HP

In Grades 9-12, students will interpret and construct visual data in order to explain historical continuity and change.

G

In Grades 9-12, students will evaluate how humans interact with physical environments to form past and present communities. They will analyze and explain how concepts of site and situation can explain the uniqueness of places.

Students will also research and report specific examples of how human dependence on the environment has affected political, economic, and social decisions.

E

In Grades 9-12, students will differentiate among subsistence, traditional, mixed, command, and market economies. They will evaluate how societies differ in their management of the factors of production.

RI

In Grades 9-10, students will assess the extent to which the reasoning and evidence in a text support the author's claims. They will compare and contrast treatments of the same topic in several primary and secondary sources.

Students will read history/social studies texts (with Grades 9-10 text complexity) independently and proficiently.

W

In Grades 9-10, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. They will also write routinely over extended time frames for discipline-specific tasks, purposes, and audience.

Resources

Suggested primary and secondary documents

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Investigating US History: <http://investigatinghistory.ashp.cuny.edu/index.html>

The DBQ Project: <http://www.dbqproject.com/>

- A useful site for DBQ's on many topics in U.S. history
http://sheg.stanford.edu/home_page

Discovery Education: <http://www.discoveryeducation.com/>

The History of US: <http://www.history.com/shows/america-the-story-of-us/videos>

Center for Civic Education: <http://www.civiced.org/>

Key information from the grade-span expectations and common core state standards documents

Common Core Standards for Literacy in History/Social Studies:
<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Common Core Conversations: <http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

culture	formal region
competition	vernacular
visual data	functional regions
population density	distribution
feature	allocation
region	scarcity