

## Introduction

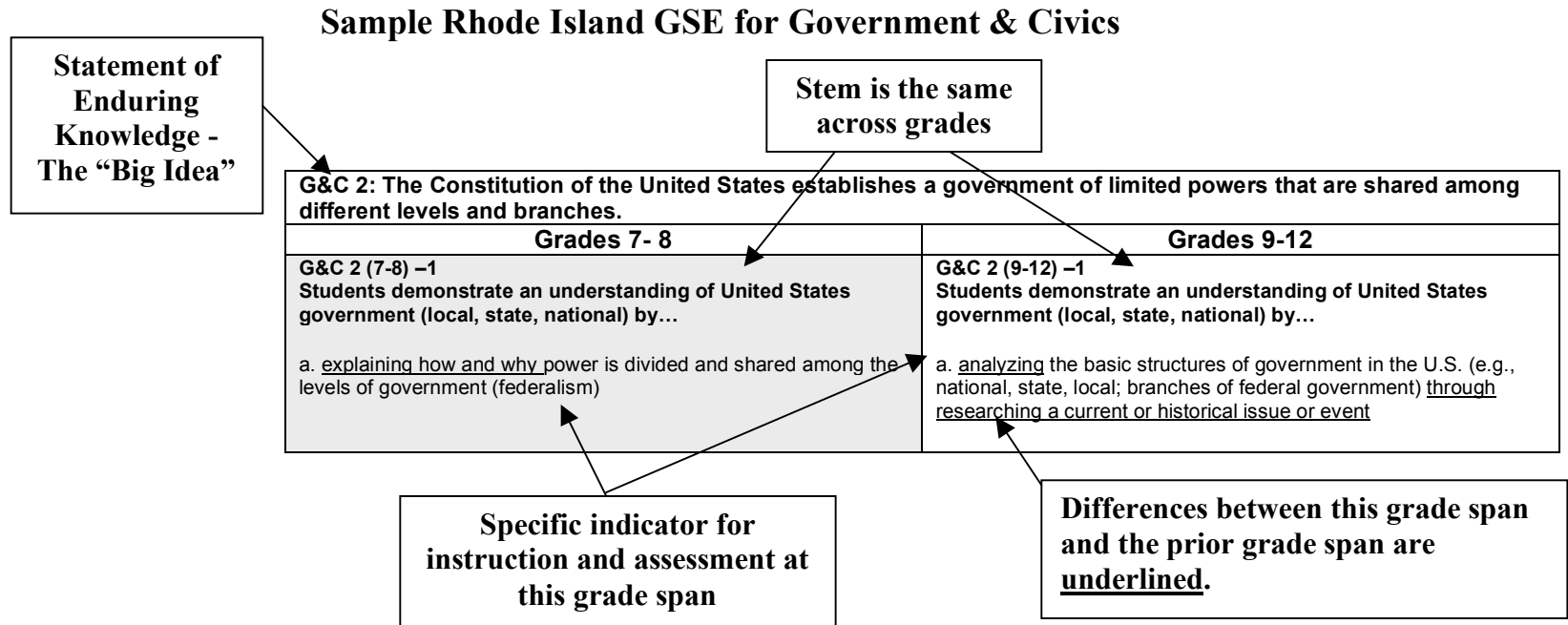
These draft Rhode Island Grade Span Expectations (GSEs) for Government and Civics and Historical Perspectives/Rhode Island History have been developed as a means to identify the content knowledge and skills expected of all students (grades K-high school) and are **now ready for public review and comment**. ***GSEs are meant to capture the “big ideas” of civics and history that can be taught and assessed, without narrowing the curriculum locally. They are not intended*** to represent the full curriculum for instruction and assessment locally, nor are they meant to simply replace existing social studies curriculum. The set of GSEs includes concepts and skills intended to be for local assessment purposes only. Generally speaking, Grade Span Expectations – at any grade – represent content knowledge and skills that have been *introduced instructionally at least one to two years before* students are expected to demonstrate confidence in applying them independently.

*As you review these DRAFT Grade Span Expectations, the following ideas are important to understand:*

1. **Government & Civics and Historical Perspectives are the only two social studies strands included in these draft GSEs.** It is expected that local social studies curriculum frameworks would also include other strands, such as culture, geography, and economics.
2. **All of the concepts and skills identified at a given grade span are considered “fair game” for assessment purposes** at the local school/district level. GSEs for grades 9-12 are intended to be used in making decisions about **proficiency** in social studies. Extended Learning GSEs (Ext/high school only) are included as *suggested learning that goes beyond proficiency*.
3. **Because GSEs identify “assessable” content and skills, the use of conjunctions** throughout this document have specific meaning. The use of the conjunction “or” means that a student may be expected to be assessed on all or some of the elements of the GSE. The use of “and” between elements of a GSE means that the *intent* is to assess all parts of the GSE. Sometimes “or” is used when students have choices about how they will respond (e.g., researching a current OR historical issue OR event).
4. **Each GSE includes several parts.**
  - a. **An overarching Statement of Enduring Knowledge identifies the “big ideas” of the discipline.** Enduring Knowledge is defined as understandings that have enduring value beyond a single lesson, unit of study, or grade level; are at the heart of the discipline (“doing” the subject); uncover abstract, complex, or often misunderstood ideas; and can be used to frame *essential questions for learning* (e.g., What are the purposes and functions of government? How does one become a citizen?).
  - b. **A statement in bold, called the “stem,”** is the first part of each GSE. Each “stem” is the same across the grades for a given GSE, and is meant to communicate the main curriculum and instructional focus across the grades for the related big idea. These are often several stems for each big idea.
  - c. **The non-bold text** within a GSE indicates how the GSE is specified at a given grade span. There are often are several indicators for each GSE stem.

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- d. **Differences between adjacent grades** are underlined. (Note: Sometimes nothing is underlined within a GSE. In these situations, differences in adjacent grades assume increasing complexity or perhaps broadening the scope of the content or skills.)
5. **Each GSE is coded** for the content area, the grade span, the GSE “stem” number, and the specific indicator for that GSE stem. [E.g., “G&C 2—(9-12)-1.a” means G&C2 (Government & Civics, 2<sup>nd</sup> Statement of Enduring Knowledge) – 9-12 (grade span 9-12/Proficiency) - 1 (1<sup>st</sup> GSE “stem”) – a (the first specific indicator for the 1st GSE stem under G&C 2).]



- The Statement of Enduring Knowledge identifies “the why” – Why is this topic/concept important for me to learn?
- The GSE stem identifies “the what” – What is the focus of the big idea (Statement of Enduring Knowledge) for instruction and assessment?
- The indicators following each stem identify “the how” – How will students demonstrate what they know and can do at each grade span to show understanding?

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<b>Draft GSEs: Overview and Table of Contents</b>		
<b>Government &amp; Civics Strand Statements of Enduring Knowledge</b>	<b>Stems for Each Statement of Enduring Knowledge Students demonstrate an understanding of:</b>	<b>Page</b>
<b>G&amp;C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</b>	<b>G&amp;C 1 -1:</b> Origins, forms, and purposes of government ...	<b>4</b>
	<b>G&amp;C 1 -2:</b> Sources of authority and use of power, and how they are/can be changed ...	<b>4-5</b>
<b>G&amp;C 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.</b>	<b>G&amp;C 2 -1:</b> United States government (local, state, national) ...	<b>5-6</b>
	<b>G&amp;C 2 -2:</b> The democratic values and principles underlying the U.S. government ...	<b>6-7</b>
<b>G&amp;C 3: In a democratic society, all people have certain rights and responsibilities.</b>	<b>G&amp;C 3 -1:</b> Citizens' rights and responsibilities ...	<b>7-8</b>
	<b>G&amp;C 3 -2:</b> How individuals and groups exercise (or are denied) their rights and responsibilities	<b>8-9</b>
<b>G&amp;C 4: People engage in political processes in a variety of ways.</b>	<b>G&amp;C 4 -1:</b> Political systems and political processes ...	<b>10-11</b>
	<b>G&amp;C 4 -2:</b> Their participation in political processes ...	<b>11</b>
	<b>G&amp;C 4 -3:</b> Their participation in a civil society...	<b>12</b>
<b>G&amp;C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</b>	<b>G&amp;C 5 -1:</b> The many ways Earth's people are interconnected ...	<b>13</b>
	<b>G&amp;C 5 -2:</b> The benefits and challenges of an interconnected world ...	<b>13</b>
	<b>G&amp;C 5 -3:</b> How the choices we make impact and are impacted by an interconnected world...	<b>14</b>
<b>Historical Perspectives Strand Statements of Enduring Knowledge</b>	<b>Stems for Each Statement of Enduring Knowledge Students:</b>	<b>Page</b>
<b>HP 1: History is an account of human activities that is interpretive in nature.</b>	<b>HP 1 -1</b> <i>Act as historians</i> , using a variety of tools (e.g., artifacts and primary/secondary sources)	<b>15</b>
	<b>HP 1 -2</b> Interpret history as a series of connected events with multiple cause-effect relationships	<b>16</b>
<b>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</b>	<b>HP 2 -1</b> Connect the past with the present ...	<b>17</b>
	<b>HP 2 -2</b> Chronicle events and conditions ...	<b>17-18</b>
	<b>HP 2 -3</b> Show understanding of change over time ...	<b>18</b>
<b>HP 3: The study of history helps us understand the present and shape the future.</b>	<b>HP 3 -1</b> Demonstrate an understanding of how the past frames the present ...	<b>19</b>
	<b>HP 3 -2</b> Make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world)	<b>20</b>

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**Draft GSEs for RI Government & Civics Strand**

<b>G&amp;C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 1 (K-2) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...	<b>G&amp;C 1 (3-4) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...	<b>G&amp;C 1 (5-6) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...	<b>G&amp;C 1 (7-8) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...	<b>G&amp;C 1 (9-12) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by ...	<b>G&amp;C 1 (Ext) –1</b> Students demonstrate an understanding of origins, forms, and purposes of government by...
a. identifying rules and consequences for them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules DOK 1	a. <u>making, applying, and enforcing rules (e.g., home, school, community)</u> DOK 2	a. <u>identifying the basic functions of government</u> DOK 1	a. <u>identifying and explaining the origins and basic functions of government.</u> DOK 2	a. <u>describing or explaining competing ideas about the purposes and functions of politics and government</u> DOK 2	a. <u>analyzing competing ideas about the purposes and functions of politics and government</u> DOK 3
b. evaluating the rules in different settings (e.g., is this a good rule and why/why not?) DOK 3	b. <u>comparing similarities between a rule and a law</u> DOK 2	b. <u>listing and defining various forms of government (dictatorship, democracy, parliamentary, monarchy etc.)</u> DOK 1	b. <u>comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic monarchy, anarchy)</u> DOK 2	b. comparing and contrasting different forms of government and their purposes DOK 2	
c. exploring examples of services provided in their own community DOK 1/2	c. <u>citing examples of services that local and state governments provide for the common good</u> DOK 2	c. <u>citing examples of when major changes in governments have occurred</u> DOK 2	c. <u>explaining what happens when political structures do or do not meet the needs of people</u> DOK 2	c. <u>explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy – Democratic republic)</u> DOK 2	
			d. <u>explaining how geography and economics influence the structure of government</u> DOK 2	d. <u>distinguishing between the rule of law and the rule of men/women</u> DOK 2	
<b>G&amp;C 1 (K-2) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	<b>G&amp;C 1 (3-4) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	<b>G&amp;C 1 (5-6) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	<b>G&amp;C 1 (7-8)–2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	<b>G&amp;C 1 (9-12) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...	<b>G&amp;C 1 (Ext) –2</b> Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet	a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how there are limits to their	a. <u>identifying and summarizing the key stages of development of the rule of law, using various enduring documents</u> DOK 2	a. <u>comparing and contrasting the key stages of development of the rule of law, as presented in various enduring documents</u> DOK 2	a. <u>identifying how the purposes served by actions of a government affect relationships between and among the individual and government and society as a</u>	

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the needs of the common good DOK 1	<u>power</u> DOK 1/2			<u>whole</u> (i.e., civil society) DOK 2	
b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain) DOK 2	b. recognizing, describing and demonstrating the characteristics of leadership and fair decision making and explaining how they affect others DOK 2	b. identifying and describing the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) <u>as authority figures/ leaders in the creation of government</u> DOK 1/2	b. <u>explaining why the rule of law is necessary to the role of government</u> (e.g., debate/ Robert's Rules of Order) DOK 2	b. <u>explaining how political authority is obtained and legitimized</u> DOK 2	
			c. <u>defining and identifying the nature of authority and sources of power</u> DOK1	c. <u>examining relationships between the nature and exercise of power and its historical origins</u> (e.g., divine right, popular sovereignty, social contract, regime of truth) DOK 2	

<b>G&amp;C 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 2 (K-2) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...	<b>G&amp;C 2 (3-4) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...	<b>G&amp;C 2 (5-6) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...	<b>G&amp;C 2 (7-8) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...	<b>G&amp;C 2 (9-12) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...	<b>G&amp;C 2 (Ext) –1</b> Students demonstrate an understanding of United States government (local, state, national) by...
a. identifying elected leaders at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country) DOK 1	a. <u>identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each (checks and balances)</u> DOK 1	a. identifying and <u>explaining the function of the three branches</u> (checks and balances) DOK 1	a. identifying the functions of the three branches of government; <u>and analyzing and describing the interrelationship among the branches</u> (checks and balances/ cause and effect). DOK 2/3	a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u> DOK 3/4	
	b. <u>describing the U.S. Constitution and Bill of Rights and explaining why they are important</u> DOK 2	b. identifying how power is divided and shared among the levels of the United States government (federalism) DOK 1	b. <u>explaining how and why</u> power is divided and shared among the levels of government (federalism) DOK 2	a. <u>analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event</u> DOK 3/4	
		c. <u>explaining how a bill becomes a law</u> DOK 1/2	c. <u>tracing the process of how an idea transforms into a bill and then becomes a law</u>	c. <u>identifying and describing ways in which people gain or fail to gain access to the</u>	c. <u>analyzing</u> how people gain or fail to gain access to the institutions of the U.S.

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			DOK 2	institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process) DOK 2	government (local, state, national) or other political institutions (e.g., access to the U.S. political process) DOK 3
				d. <u>critically examining the principles, traditions, and precedents of American constitutional government</u> DOK 3	
<b>G&amp;C 2 (K-2) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...	<b>G&amp;C 2 (3-4) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...	<b>G&amp;C 2 (5-6) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...	<b>G&amp;C 2 (7-8) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...	<b>G&amp;C 2 (9-12) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the US government by...	<b>G&amp;C 2 (Ext) –2</b> Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
a. identifying symbols used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance) DOK 1	a. identifying <u>and explaining the meaning of</u> symbols used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle) DOK 1/2	a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination DOK 1/2	a. <u>explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</u> DOK 2/3	a. <u>interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</u> (e.g., <i>R/ Constitution, Seneca Falls Declaration of Sentiments &amp; Resolutions</i> , Supreme Court decisions, <i>Pledge of Allegiance</i> ) DOK 3	
b. using a variety of sources to provide examples of the basic values and principles of democracy (e.g., life, liberty, happiness) DOK 2	b. using a variety of sources (e.g., <i>Bill of Rights</i> ) to provide examples of the basic values and principles of democracy (e.g., life, liberty, happiness) DOK 2	b. <u>identifying primary documents (e.g., <i>Bill of Rights, U.S. Constitution</i>) that reflect the underlying principles of the United States</u> DOK 2	b. <u>using a variety of sources to identify and defend a position on a democratic principle</u> (e.g. individual rights) DOK 3/4	b. <u>analyzing the inherent challenges involved in balancing majority rule and minority rights</u> DOK 3	
c. identifying individual roles in a group and acting as a productive member of a group DOK 1/2	c. <u>exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal</u> (e.g., problem solving, task completion, etc.) <u>and self-monitoring effectiveness in a group</u> DOK 2	c. exhibiting and explaining what it means to be <u>a responsible citizen in the community</u> DOK 2	c. exhibiting and explaining what it means to be <u>a responsible citizen in the state and nation</u> DOK 2	c. <u>identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination) DOK 2	c. <u>analyzing the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination) DOK 3/4
				d. <u>discussing different historical understandings/</u>	

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				perspectives of democracy DOK 2	
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<b>G&amp;C 3: In a democratic society all people have certain rights and responsibilities.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 3 (K-2) –1</b> Students demonstrate an understanding of citizens' rights and responsibilities by...	<b>G&amp;C 3 (3-4) –1</b> Students demonstrate an understanding of citizens' rights and responsibilities by...	<b>G&amp;C 3 (5-6) –1</b> Students demonstrate an understanding of citizens' rights and responsibilities by...	<b>G&amp;C 3 (7-8) –1</b> Students demonstrate an understanding of citizens' rights and responsibilities by...	<b>G&amp;C 3 (9-12) –1</b> Students demonstrate an understanding of citizens' rights and responsibilities by...	<b>G&amp;C 3 (Ext) –1</b> Students demonstrate an understanding of citizens' rights and responsibilities by...
a. exhibiting respect (e.g.: waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others DOK 2	a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others' points of view</u> DOK 2	a. <u>defining the concepts:</u> "civic" ( <i>adj.</i> ), "civics" ( <i>n.</i> ), "civil," and "citizen" DOK 1	a. defining and applying the concepts: "civic" ( <i>adj.</i> ), "civics" ( <i>n.</i> ), "civil," "citizen," and "rights" DOK 1/2	a. <u>comparing and contrasting different perspective on provisions found in the Bill of Rights</u> (e.g., flag burning and the first Amendment) DOK 2	a. <u>evaluating, taking, and defending positions</u> on provisions found in the <i>Bill of Rights</i> DOK 3
	b. <u>using a variety of sources</u> (e.g., primary sources, secondary sources, literature, videos, media) <u>to provide examples of individuals' and groups' rights and responsibilities</u> (e.g., justice, equality, and diversity) DOK 2	b. <u>identifying personal, economic, legal, and political rights in a democratic society</u> DOK 2	b. <u>evaluating, taking, and defending a position on issues involving individual rights</u> (personal, economic, legal, or political rights reflected in the <i>Bill of Rights</i> ) DOK 3	b. <u>comparing and contrasting human rights provided for in various documents or materials</u> (e.g., <i>Universal Declaration of Rights</i> , <i>International Convention on the Rights of the Child</i> , other national constitutions) DOK 2	
		c. <u>identifying a citizen's responsibilities in a democratic society</u> (personal, economic, legal, and civic) DOK 1	c. <u>analyzing, taking, and defending a position on an issue involving civic responsibilities</u> (personal, economic, legal or political rights) DOK 3	c. <u>evaluating, taking, and defending positions</u> regarding the personal and civic responsibilities of individuals DOK 3	
		d. <u>identifying the conflicts between individual rights and the common good</u> DOK 1	d. providing examples that reflect conflicts between individual rights and the common good, <u>within the context of civic responsibility</u> DOK 2	d. <u>analyzing the scope and limits of personal, cultural, economic, or political rights</u> (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties	

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				vs. national security) DOK 3 e. <u>describing the criteria used for admission to citizenship in the US</u> DOK 1	e. <u>critically examining the criteria used for admission to citizenship in the US</u> DOK 3
<b>G&amp;C 3 (K-2) –2</b> Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	<b>G&amp;C 3 (3-4) –2</b> Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	<b>G&amp;C 3 (5-6) –2</b> Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by...	<b>G&amp;C 3 (7-8) –2</b> Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...	<b>G&amp;C 3 (9-12) –2</b> Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	<b>G&amp;C 3 (Ext) –2</b> Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials) DOK 2	a. <u>demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others</u> (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn) DOK 2	a. <u>identifying and explaining specific ways rights may or may not be exercised</u> (e.g., civil rights) DOK 2	a. <u>identifying an issue, proposing solutions, and developing an action plan to resolve an issue</u> DOK 3	a. <u>identifying a policy at the school, local, state, national, or international level and describe how it affects individual rights</u> DOK 2	a. <u>evaluating, taking, and defending a position regarding a policy</u> at the school, local, state, national, or international level that affects individual rights DOK 3/4
b. working cooperatively in a group, sharing responsibilities or individual roles within a group DOK 2	b. working cooperatively in a group, <u>demonstrating individual/personal accountability</u> (e.g., dividing responsibilities, taking on individual roles) <u>to complete a task</u> (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal) DOK 2	b. <u>recognizing potential conflicts within or among groups</u> , brainstorming possible solutions, and reaching compromises DOK2/3	b. identifying and explaining how an action taken by an individual or a group impacts the rights of others DOK 2	b. <u>accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boy/buycotting) DOK 2/3	
c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively DOK 1	c. <u>explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</u> DOK 2	c. <u>explaining the judicial process</u> (due process - local state, and federal) DOK1	c. <u>identifying the impact of an historic court case</u> DOK 2/3	c. <u>describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u> DOK 2	c. <u>analyzing</u> how access to institutions affects justice, reward, and power in the U.S. DOK 3
				d. <u>identifying and explaining ways individuals and groups have exercised their responsibilities in order to transform society</u> (e.g., Civil Rights Movement, women's	d. <u>critiquing and proposing alternatives to social, political, or economic injustices; using evidence to make predictions about how society might be</u>

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				suffrage) DOK 1/2	<u>transformed in the future</u> DOK 3/4
				e. reflecting on a decision-making experience, as a member of a student group (e.g., school governance, team, organization) DOK 2/3	e. reflecting on participation in school governance and/or youth leadership development DOK 1-3

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<b>G&amp;C 4: People engage in political processes in a variety of ways.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 4 (K-2) –1</b> Students demonstrate an understanding of political systems and political processes by...	<b>G&amp;C 4 (3-4) –1</b> Students demonstrate an understanding of political systems and political processes by...	<b>G&amp;C 4 (5-6) –1</b> Students demonstrate an understanding of political systems and political processes by...	<b>G&amp;C 4 (7-8) –1</b> Students demonstrate an understanding of political systems and political processes by...	<b>G&amp;C 4 (9-12) –1</b> Students demonstrate an understanding of political systems and political processes by...	<b>G&amp;C 4 (Ext)–1</b> Students demonstrate an understanding of political systems and political processes by...
a. identifying forms of civic participation (e.g., voting, petition, survey) DOK 1	a. identifying forms <u>and</u> levels of civic participation <u>and how it affects the common good</u> (e.g., local, state, national, world) DOK 2	a. <u>explaining how leaders are selected or elected</u> (e.g., election process, appointment process, political parties, campaigns) DOK 1	a. explaining how leaders are selected or elected (election process, public agenda, special interest groups, and media) DOK 1	a. comparing and contrasting U.S. systems of government with others DOK 2	
		b. <u>listing the “labels” that individuals may give themselves within a political process</u> DOK 1	b. <u>describing how and why</u> individuals identify themselves politically DOK 2	b. <u>interacting with, analyzing, and evaluating [in authentic context] political institutions and political parties and how they shape the public agenda</u> (using local, national, and international issues/events that are personally meaningful to students) DOK 4	b. interacting with political institutions and/or political parties in order to <u>evaluate how they shape the public agenda</u>
		c. <u>identifying, comparing, and contrasting different “political systems”</u> (e.g., monarchy, parliamentary) DOK 2	c. <u>evaluating the strengths and weaknesses</u> of various political systems DOK 3	c. <u>analyzing and interpreting sources</u> (print and non-print discourse), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (GSE R-10-8.4) DOK 3/4	c. <u>critically analyzing a media piece</u> (e.g., political advertisements, news broadcasts, talk radio shows) <u>and assessing its impact on public opinion and behavior</u> DOK 3/4
			d. <u>examining how elections are/can be vehicles of change</u> DOK 2	d. <u>selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact</u> DOK 3	d. evaluating the significance of landmark campaigns and elections in the American political system
			e. <u>recognizing multiple perspectives on historical or current controversial issues</u>	e. <u>analyzing multiple perspectives on an historical or current controversial</u>	e. analyzing multiple perspectives on historical or current controversial issues

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				issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education) DOK 4	<u>to illustrate the complexity involved in obtaining political agreement on contested public issues</u> (e.g., perspectives on immigration) DOK 4
<b>G&amp;C 4 (K-2) – 2 Students demonstrate their participation in political processes by...</b>	<b>G&amp;C 4 (3-4) – 2 Students demonstrate their participation in political processes by...</b>	<b>G&amp;C4 (5-6) -2 Students demonstrate their participation in political processes by...</b>	<b>G&amp;C 4(7-8)-2 Students demonstrate their participation in political processes by...</b>	<b>G&amp;C 4 (9-12) –2 Students demonstrate their participation in political processes by...</b>	<b>G&amp;C 4 (Ext) –2 Students demonstrate their participation in political processes by...</b>
a. experiencing a variety of forms of participation (e.g.: voting, petition, survey) DOK 1	a. <u>engaging</u> in a variety of forms of participation (e.g., voting, petition, survey) <u>and explaining the purpose of each form</u> DOK 2	a. <u>accessing a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom</u> DOK 3	a. <u>expressing and defending an informed opinion</u> and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech) DOK 3	a. <u>using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy) DOK 3/4	
		b. <u>describing the voting process for a local, state, or national election</u> DOK 1	b. <u>describing their role and impact in the voting process</u> DOK 1	b. <u>working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop) DOK 3/4	
		c. engaging in the political process (e.g. voting in school elections) DOK 2	c. engaging in the political process (e.g. mock elections) DOK 2	c. engaging in an <u>electoral process</u> (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling) DOK 1/2	

## Draft Rhode Island Grade Span Expectations for Government & Civics and Historical Perspectives

G&C 4 (K-2) –3 Students participate in a civil society by ...	G&C 4 (3-4) –3 Students participate in a civil society by ...	G&C 4 (5-6) –3 Students participate in a civil society by...	G&C 4 (7-8)-3 Students participate in a civil society by...	G&C 4 (9-12) –3 Students participate in a civil society by...	G&C 4 (Ext) –3 Students participate in a civil society by...
a. identifying problems, planning and implementing solutions in the classroom, school, and community DOK 2	a. identifying problems, planning and implementing solutions, <u>and evaluate the outcomes</u> in the classroom, school, community, <u>state, nation, and world</u> DOK 3	a. demonstrating respect for the opinions of others (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives) DOK 2	a. demonstrating an <u>understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias) DOK 3	a. <u>critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference) DOK 2/3	
		b. <u>demonstrating the ability to compromise</u> (e.g., offering solutions, persisting to resolve issues) DOK 2	b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)	b. <u>describing the assets and needs of communities and explain the relationships between and among interactions with various institutions</u> DOK 2	b. understanding and <u>analyzing</u> the assets and needs of their communities and the interactions with various institutions (e.g., interest and advocacy groups, the not-for-profit sector) DOK 3/4
		c. <u>taking responsibility for one's own actions (anticipating and accepting consequences)</u> DOK 2	c. <u>recognizing the cause and effect of taking an action</u>	c. <u>identifying and analyzing the tensions that exist between public and private life</u> DOK 3	
		d. <u>identifying and accessing reliable sources to answer questions about current important issues</u> (e.g. news media, children's news magazines) DOK 2	d. utilizing a variety of reliable sources <u>to develop an informed opinion</u> DOK 3		

**Draft Rhode Island Grade Span Expectations for Government & Civics and Historical Perspectives**

<b>G&amp;C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs Grades 5-6</b>	<b>GSEs Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 5 (K-2) -1</b> Students demonstrate an understanding of the many ways earth's people are interconnected by...	<b>G&amp;C 5 (3-4) –1</b> Students demonstrate an understanding of the many ways Earth's people are interconnected by...	<b>G&amp;C 5 (5-6)– 1</b> Students demonstrate an understanding of the many ways Earth's people are interconnected by...	<b>G&amp;C 5 (7-8) – 1</b> Students demonstrate an understanding of the many ways Earth's people are interconnected by...	<b>G&amp;C 5 (9-12) – 1</b> Students demonstrate an understanding of the many ways Earth's people are interconnected by...	<b>G&amp;C 5 (Ext) – 1</b> Students demonstrate an understanding of the many ways Earth's people are interconnected by...
a. exploring and discussing ways we might interact with others around the world (e.g., food, clothing, transportation, tourism, news) DOK 1	a. <u>explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, treaties, military force)</u> DOK 2	a. <u>identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others</u> DOK 2/3	a. tracing and explaining social, technological, geographical, economical, and cultural connections <u>for a given society of people</u> DOK 3	a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state) DOK 1	
	b. locating where different nations are in the world DOK 1	b. locating where different nations are in the world <u>in relation to the U.S.</u> DOK 1	b. identifying, describing, and explaining how people are <u>politically, environmentally, militarily, and (or) diplomatically connected.</u> DOK 2	b. <u>organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g. politically, socially, culturally, economically, environmentally) DOK 2/3	
<b>G&amp;C 5 (K-2) –2</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	<b>G&amp;C 5 (3-4) –2</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	<b>G&amp;C 5 (5-6) -2</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	<b>G&amp;C 5 (7-8)-2</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	<b>G&amp;C 5-2 (9-12)</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	<b>G&amp;C 5-2 (Ext)</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
a. using a variety of print and non-print sources to explore other people and places DOK 1	a. <u>exploring current issues</u> (e.g., technology, economics, trade, geography or political problems) using a variety of print and non-print sources DOK 1	a. <u>identifying and discussing factors that lead to the breakdown of order among societies</u> DOK 1, 2	a. identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> DOK 1/2	a. <u>describing the interconnected nature of a contemporary or historical issue</u> DOK 2	
		b. <u>citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</u> DOK 1	b. <u>considering competing interests on issues that benefit some people and causes other people to suffer</u> (e.g. slavery, whaling, oil exploration) DOK 2	b. <u>assessing the benefits and challenges of living in an interconnected world</u> DOK 3	

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<p><b>G&amp;C 5 (K-2)-3</b>  <b>Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...</b></p>	<p><b>G&amp;C 5 (3-4) -3</b>  <b>Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...</b></p>	<p><b>G&amp;C 5 (5-6) -3</b>  <b>Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</b></p>	<p><b>G&amp;C 5 (7-8) -3</b>  <b>Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</b></p>	<p><b>G&amp;C 5 (9-12) -3</b>  <b>Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...</b></p>	<p><b>G&amp;C 5 (Ext)-3</b>  <b>Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...</b></p>
<p>a. listing the pros and cons of personal decisions (e.g., littering, recycling) DOK 1</p>	<p>a. listing <u>and explaining</u> the pros and cons of personal <u>and organizational</u> (e.g., businesses, governments, other groups) decisions DOK 2</p>	<p>a. <u>giving examples that identify the effects of their personal consumer, environmental, communication, and eventual political choices</u> DOK 2</p>	<p>a. <u>making predictions</u> as to the effects of their personal consumer, environmental, communication, and eventual political choices DOK 2</p>	<p>a. predicting outcomes and possible consequences of a conflict, event, or course of action DOK 2</p>	
		<p>b. <u>explaining how actions taken or not taken impact societies</u> (e.g., natural disasters, incidences of social injustice or genocide) DOK 2</p>	<p>b. <u>summarizing a significant situation or event and the responses (if appropriate), and then proposing and defending actions to be taken or not taken</u> DOK 2/3</p>	<p>b. identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action</u> DOK 2</p>	
				<p>c. <u>working through deliberation, negotiation, and compromise to plan and develop just solutions to problems created when nations or groups act</u> DOK 2/3</p>	

**Draft Rhode Island Grade Span Expectations for Government & Civics and Historical Perspectives**

**Draft GSEs for RI Historical Perspectives Strand**

<b>HP 1: History is an account of human activities that is interpretive in nature.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>HP 1 (K-2) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) <b>by...</b>	<b>HP 1 (3-4) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) <b>by...</b>	<b>HP 1 (5-6) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) <b>by...</b>	<b>HP 1 (7-8) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) <b>by...</b>	<b>HP 1 (9-12) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) <b>by...</b>	<b>HP 1 (Ext) –1</b> Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) <b>by...</b>
a. identifying and categorizing the kinds of information obtained from different tools and artifacts DOK 1/2	a. <u>describing the difference between primary and secondary sources and interpreting information from each</u> (e.g., asking questions, making predictions) DOK 2	a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u> DOK 1	a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity DOK 2	a. formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i> , art, oral history)	
b. recognizing objects, artifacts, and symbols from long ago and today DOK 1	b. <u>classifying</u> objects, artifacts, and symbols from long ago and today <u>and describing how they add to our understanding of the past</u> DOK 2/3	b. <u>using evidence to substantiate specific accounts of human activity</u> DOK 2/3	b. <u>drawing inferences about Rhode Island History in the larger context of history</u> DOK 3	b. <u>explaining how historical facts and historical interpretations may be different, but are related</u> (e.g. slavery in RI v. economic benefit to RI) DOK 2	
	c. <u>organizing information obtained to answer historical questions</u>	c. <u>asking and answering</u> historical questions, organizing information, and <u>evaluating information in terms of relevance</u> DOK 2/3	c. identifying and <u>evaluating sources of information</u> , asking historical questions, categorizing the information, and evaluating information in terms of relevance and <u>completeness</u> DOK 3	c. <u>identifying, describing, or analyzing multiple perspectives on an historical trend or event</u> (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government) DOK 2/3	
				d. <u>using technological tools in historical research</u>	d. using a variety of technological tools in historical research <u>and interpretation</u> (e.g., master database of graveyards; census records, online school reports, online state tax records)

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<b>HP 1 (K-2) –2</b> <b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b>	<b>HP 1 (3-4) –2</b> <b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b>	<b>HP 1 (5-6) –2</b> <b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b>	<b>HP 1 (7-8) –2</b> <b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b>	<b>HP 1 (9-12) –2</b> <b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b>	<b>HP 1 (Ext) –2</b> <b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b>
a. describing and organizing a sequence of various events in personal, classroom, school life (e.g.: interpreting data in timelines) DOK 2	a. describing and organizing a sequence of significant events <u>in Rhode Island history</u> (e.g., interpreting and analyzing data in timelines) DOK 2	a. <u>investigating and summarizing historical data in order to draw connections between two events</u> and to answer related historical questions DOK 2/3	a. investigating and <u>analyzing historical and visual data in order to draw connections between a series of events, developing an historical thesis</u> DOK 3/4	a. explaining cause and effect relationships in order to <u>sequence and summarize events, make connections between a series of events, or compare/contrast events</u> DOK 2	a. <u>analyzing</u> cause and effect relationships <u>showing multiple causation</u> (e.g., industrialization and immigration, King Philip’s War; detribalization and retribalization) DOK 3
b. explaining how a sequence of events affected people in home, classroom, or school DOK 2	b. explaining <u>and inferring</u> how a sequence of events affected people <u>of Rhode Island</u> DOK 2		b. <u>developing, expanding, and supporting an historical thesis based on a series of events</u> DOK3, 4	b. <u>interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island’s path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i> ?)	b. <u>analyzing</u> visual data in order to explain historical continuity and change (e.g. timeline of Rhode Island’s path to Revolution) (How did architectural changes in RI mirror historical trends? – Mills transformed into living and work spaces)

## Draft Rhode Island Grade Span Expectations for Government & Civics and Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
<b>HP 2 (K-2) – 1</b> Students connect the past with the present by...	<b>HP 2 (3-4) –1</b> Students connect the past with the present by...	<b>HP 2 (5-6) – 1</b> Students connect the past with the present by...	<b>HP 2 (7-8) –1</b> Students connect the past with the present by...	<b>HP 2 (9-12)– 1</b> Students connect the past with the present by...	<b>HP 2 (Ext)–1</b> Students connect the past with the present by...
a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, city, river name, monuments) DOK 1	a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u> DOK 2/3	a. <u>identifying sequential events, people, and societies that have shaped RI today</u> DOK1	a. <u>determining the cause(s) and effect(s) of specific historical events that impact RI today</u> DOK 2	a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island) DOK 2	a. <u>tracing and analyzing how a present situation or problem has been constructed/affected by its historical roots</u> (e.g., deindustrialization in Rhode Island) DOK 3/4
		b. <u>comparing and contrasting the development of RI ethnic history to the nation's history</u> DOK 2/3	b. <u>analyzing the impact of RI's ethnic development on local, state, and national history.</u> DOK 3	b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island) DOK 2/3	
		c. <u>identifying and describing how national and world events have impacted RI and how RI has impacted world events</u> DOK 2	c. <u>analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events</u> DOK 3/4	c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted <u>national</u> and world events (e.g., Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)	c. <u>researching a current state, national or world issue and predict future implications for RI or propose a course of action</u>
<b>HP 2 (K-2) – 2</b> Students chronicle events and conditions by...	<b>HP 2 (3-4) – 2</b> Students chronicle events and conditions by...	<b>HP 2 (5-6) – 2</b> Students chronicle events and conditions by...	<b>HP 2 (7-8) – 2</b> Students chronicle events and conditions by...	<b>HP 2 (9-12) – 2</b> Students chronicle events and conditions by...	<b>HP 2 (Ext) – 2</b> Students chronicle events and conditions by...
a. describing, defining, and illustrating by example events from personal, classroom, school, and community life and how they relate to the context (e.g., people, conditions of the time, events before and after) DOK 2	a. describing, defining, and illustrating by example Rhode Island historical <u>individuals, groups and events</u> (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after) DOK 2	a. <u>placing key events and people of a particular historical era in chronological sequence</u> DOK1	a. identifying key events and people of a particular historical era <u>in order to understand and calculate calendar time</u> (e.g., centuries, BCE, "The Sixties") DOK 1	a. <u>creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor)	a. <u>critiquing</u> historical narratives for historical accuracy or points of view
		b. <u>summarizing key events and explaining the historical</u>	b. <u>correlating key events to develop an understanding of</u>	b. <u>synthesizing information from multiple sources to</u>	

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		<u>contexts of those events</u> DOK 2	<u>the historical perspective of the time period in which they occurred</u> DOK 2	<u>formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI) DOK 3/4	
<b>HP 2 (K-2) – 3</b> <b>Students show understanding of change over time by...</b>	<b>HP 2 (3-4) – 3</b> <b>Students show understanding of change over time by...</b>	<b>HP 2 (5-6) – 3</b> <b>Students show understanding of change over time by...</b>	<b>HP 2 (7-8) – 3</b> <b>Students show understanding of change over time by...</b>	<b>HP 2 (9-12)– 3</b> <b>Students show understanding of change over time by...</b>	<b>HP 2 (Ext)– 3</b> <b>Students show understanding of change over time by...</b>
a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life) DOK 1	a. <u>interpreting and explaining</u> similarities and differences in objects, artifacts, technologies, <u>ideas or beliefs</u> (e.g., religious, economic, education, self-government, etc.) from the past and present (e.g., transportation, communication in community, RI, U.S.) DOK 2	a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time</u> DOK 2	a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time and to <u>construct an historical narrative</u> DOK 3	a. <u>tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g. immigration trends, land use patterns)	a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life <u>and predicting events that might occur in the future, based on those patterns</u>
				b. <u>documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their ideas/ideologies that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries) DOK 2/3	b. documenting various groups and their ideas that have remained constant over time and <u>analyzing why they have or have not endured</u> DOK 3

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<b>HP 3: The study of history helps us understand the present and shape the future.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>HP 3 (K-2) – 1</b> Students demonstrate an understanding of how the past frames the present by...	<b>HP 3 (3-4) –1</b> Students demonstrate an understanding of how the past frames the present by...	<b>HP 3 (5-6) – 1</b> Students demonstrate an understanding of how the past frames the present by...	<b>HP 3 (7-8) –1</b> Students demonstrate an understanding of how the past frames the present by...	<b>HP 3 (9-12) – 1</b> Students demonstrate an understanding of how the past frames the present by...	<b>HP 3 (Ext) – 1</b> Students demonstrate an understanding of how the past frames the present by...
a. identifying how events and people shape family and school life DOK 1	a. recognizing and <u>interpreting how events, people, problems, or ideas shape life in the community and in Rhode Island</u> DOK 2	a. <u>identifying historical circumstances and current factors contributing to contemporary issues and problems</u> DOK 2	a. <u>analyzing and reporting a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u> DOK 3/4	a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution) DOK 3	a. tracking implementation of a decision; analyzing the interests it served; estimating the position, power, and priority of each stakeholder; and predicting continuing costs and benefits from a variety of perspectives (e.g., public school funding in RI or U.S.) DOK 4
		b. <u>using evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes</u> DOK 2/3	b. <u>evaluating alternative courses of actions, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences</u> DOK 3/4	b. <u>formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings</u> (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective- Do we have enough immigrants?) DOK 3/4	b. <u>formulating and presenting a position or course of action on a current issue in a public forum</u> DOK 3/4

**Draft Rhode Island Grade Span Expectations for Government & Civics and Historical Perspectives**

<p><b>HP 3 (K-2) – 2</b>  <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b></p>	<p><b>HP 3 (3-4) – 2</b>  <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b></p>	<p><b>HP 3 (5-6) – 2</b>  <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b></p>	<p><b>HP 3 (7-8) – 2</b>  <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b></p>	<p><b>HP 3 (9-12) – 2</b>  <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b></p>	<p><b>HP 3 (Ext)– 2</b>  <b>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</b></p>
<p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.                      DOK 2</p>	<p>a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past, understand the present, <u>and make predictions for the future</u> DOK 2</p>	<p>a. <u>explaining how the similarities of human issues across time periods influence their own personal histories</u> (e.g., so what? How does this relate to me?)                      DOK 2</p>	<p>a. recognizing and <u>reflecting on</u> how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?) DOK 2</p>	<p>a. <u>articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates)</p>	<p>a. <u>using knowledge of historical ideas and concepts and their enduring implications, to formulate a philosophy statement based on personal values</u></p>
		<p>b. <u>explaining how the differences of human issues across time periods influence their own personal histories</u> (e.g., so what? How does this relate to me?)                      DOK 2</p>	<p>b. recognizing and <u>reflecting on</u> how the differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?) DOK 2</p>	<p>b. <u>analyzing how an historical development</u> (e.g. cycle of poverty or prosperity, low educational attainment, “Independent Man”) <u>has contributed to current social, economic, or political patterns</u> DOK 3/4</p>	<p>b. <u>presenting an analysis of an historical development to a public forum</u></p>
		<p>c. <u>identifying the cultural influences that shape individuals and historical events</u> DOK 1</p>	<p>c. <u>comparing and contrasting</u> the cultural influences that shape individuals and historical events DOK 2</p>		