

Rhode Island Grade Span Expectations for Social Studies (“Social Studies GSEs”)

GSEs for Historical Perspectives/Rhode Island History Strand

HP 1: History is an account of human activities that is interpretive in nature.					
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
<p>HP 1 (K-2) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p>	<p>HP 1 (3-4) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p>	<p>HP 1 (5-6) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p>	<p>HP 1 (7-8) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p>	<p>HP 1 (9-12) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p>	<p>HP 1 (Ext) –1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</p>
<p>a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., <i>What would this artifact tell us about how people lived?</i>)</p>	<p>a. <u>describing the difference between primary and secondary sources and interpreting information from each</u> (e.g., asking and answering questions, making predictions)</p>	<p>a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u></p>	<p>a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity</p>	<p>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, writings of Elizabeth Buffum Chace)</p>	
<p>b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)</p>	<p>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></p>	<p>b. <u>using sources to support the stories of history</u> (<i>How do we know what we know?</i>)</p>	<p>b. <u>drawing inferences from Rhode Island History about the larger context of history</u> (e.g., Opening of Japan, Separation of Church and State, Industrialism)</p>	<p>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)</p>	
	<p>c. <u>organizing information obtained to answer historical questions</u></p>	<p>c. <u>asking and answering historical questions, organizing information, and evaluating information in terms of relevance</u></p>	<p>c. asking and answering historical questions, <u>evaluating sources of information</u>, organizing the information, and evaluating information in terms of relevance <u>and comprehensiveness</u></p>	<p>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)</p>	
		<p>d. <u>identifying the point of view of a historical source</u> (e.g., media sources)</p>		<p>d. <u>using technological tools in historical research</u></p>	<p>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)</p>

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HP 1 (K-2) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (3-4) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (5-6) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (Ext) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
a. describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines)	a. describing and organizing a sequence of significant events <u>in Rhode Island history</u> (e.g., interpreting and analyzing data in timelines)	a. <u>investigating and summarizing historical data in order to draw connections between two events</u> and to answer related historical questions	a. investigating and <u>analyzing historical and visual data in order to draw connections between a series of events</u>	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>	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)
b. explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom)	b. explaining <u>and inferring</u> how a sequence of events affected people of <u>Rhode Island</u> (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)		b. <u>developing, expanding, and supporting an historical thesis, based on a series of events</u>	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)

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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
HP 2 (K-2) – 1 Students connect the past with the present by...	HP 2 (3-4) –1 Students connect the past with the present by...	HP 2 (5-6) – 1 Students connect the past with the present by...	HP 2 (7-8) –1 Students connect the past with the present by...	HP 2 (9-12)– 1 Students connect the past with the present by...	HP 2 (Ext)–1 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, park, city, river, monuments)	a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u>	a. <u>identifying sequential events, people, and societies that have shaped RI today</u>	a. <u>determining the cause(s) and effect(s) of specific historical events that impact RI today</u>	a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island)	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)
		b. <u>comparing and contrasting the development of RI ethnic history to the nation’s history</u> (e.g., <i>What historical factors makes RI unique?</i> ; immigration, settlement patterns, religion, resources, geography)	b. <u>analyzing the impact of RI’s ethnic development on local, state, and national history</u>	b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island)	
		c. <u>identifying and describing how national and world events have impacted RI and how RI has impacted world events</u> (e.g., China Trade, WWII, Industrial Revolution)	c. <u>analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events</u>	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., women’s liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)	c. <u>researching a current state, national or world issue and predicting future implications for RI or propose a course of action</u>

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HP 2 (K-2) – 2 Students chronicle events and conditions by...	HP 2 (3-4) – 2 Students chronicle events and conditions by...	HP 2 (5-6) – 2 Students chronicle events and conditions by...	HP 2 (7-8) – 2 Students chronicle events and conditions by...	HP 2 (9-12) – 2 Students chronicle events and conditions by...	HP 2 (Ext) – 2 Students chronicle events and conditions by...
a. describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events)	a. describing, defining, and illustrating by example <u>Rhode Island historical 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)	a. <u>placing key events and people of a particular historical era in chronological sequence</u>	a. identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”)	a. <u>creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor)	a. <u>critiquing</u> historical narratives for historical accuracy or points of view
		b. <u>summarizing key events and explaining the historical contexts of those events</u>	b. <u>correlating key events to develop an understanding of the historical perspective of the time period in which they occurred</u> (e.g., Jacksonian Democracy and Dorr’s Rebellion, water power and steam power, WWII and women at work)	b. <u>synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI)	
HP 2 (K-2) – 3 Students show understanding of change over time by...	HP 2 (3-4) – 3 Students show understanding of change over time by...	HP 2 (5-6) – 3 Students show understanding of change over time by...	HP 2 (7-8) – 3 Students show understanding of change over time by...	HP 2 (9-12)– 3 Students show understanding of change over time by...	HP 2 (Ext)– 3 Students show understanding of change over time by...
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)	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) from the past and present (e.g., transportation or communication in the community, RI, U.S.)	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>	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>	a. <u>tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g., immigration trends, land use patterns, naval military history)	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 traditions that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)	b. documenting various groups and their ideas that have remained constant over time and <u>analyzing why they have or have not endured</u>

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HP 3: The study of history helps us understand the present and shape the future.					
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
<p>HP 3 (K-2) – 1 Students demonstrate an understanding of how the past frames the present by...</p>	<p>HP 3 (3-4) –1 Students demonstrate an understanding of how the past frames the present by...</p>	<p>HP 3 (5-6) – 1 Students demonstrate an understanding of how the past frames the present by...</p>	<p>HP 3 (7-8) –1 Students demonstrate an understanding of how the past frames the present by...</p>	<p>HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present by...</p>	<p>HP 3 (Ext) – 1 Students demonstrate an understanding of how the past frames the present by...</p>
<p>a. identifying how events and people shape family and school life (e.g., <i>How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?</i>)</p>	<p>a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community</u> and in Rhode Island</p>	<p>a. <u>identifying historical conditions and events that relate to contemporary issues</u> (e.g., separation of church state, treatment of Native Americans, immigration, gender issues)</p>	<p>a. <u>analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u></p>	<p>a. <u>gathering evidence of circumstances and factors contributing to contemporary problems</u> (e.g., civil rights movement, sexual revolution)</p>	<p>a. <u>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</u> (e.g., public school funding in RI or U.S.)</p>
		<p>b. answering “what if” questions and using <u>evidence to explain how history might have been different</u> (e.g., <i>How might history be different if Anne Hutchinson hadn’t dissented?</i>)</p>	<p>b. <u>evaluating alternative courses of action, (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> (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)</p>	<p>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)</p>	<p>b. <u>formulating and presenting a position or course of action on a current issue in a public forum</u></p>

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HP 3 (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (Ext)– 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.	a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, <u>and make predictions for the future</u>	a. <u>explaining how the similarities of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	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? <i>How does this relate to me?</i>)	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)	a. <u>using knowledge of historical ideas and concepts and their enduring implications, to formulate a philosophy statement based on personal values</u>
		b. <u>explaining how the differences of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	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? <i>How does this relate to me?</i>)	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>	b. <u>presenting an analysis of an historical development to a public forum</u>
		c. <u>identifying the cultural influences that shape individuals and historical events</u>	c. <u>comparing and contrasting</u> the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)		

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HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.					
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
<p>HP 4 (K-2) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>	<p>HP 4 (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>	<p>HP 4 (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>	<p>HP 4 (7-8) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>	<p>HP 4 (9-12) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>	<p>HP 4 (Ext) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...</p>
<p>a. identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact).</p>	<p>a. identifying how geographic factors <u>impact interactions</u> (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).</p>	<p>a. identifying <u>and explaining, using specific examples, how geographic factors shape the way humans organize themselves in communities, government, and businesses.</u></p>	<p>a. <u>citing specific evidence</u> to explain how geographic factors impacted <u>a civilization's adaptation, development or decline</u> (e.g., Fertile Crescent, China, Westward Expansion).</p>	<p>a. <u>utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.</u></p>	
<p>b. identifying events that can affect how people interact (e.g., beginning kindergarten means you play with classmates; moving to a new place means you need to make new friends).</p>	<p>b. identifying how events <u>impact interactions</u> (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).</p>	<p>b. identifying <u>and explaining using specific examples, how shared events affect how individuals and societies adapt and change.</u></p>	<p>a. <u>citing specific evidence from a society/civilization</u> to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).</p>	<p>b. <u>analyzing conflict that is based on unresolved historical-geographical differences</u> (e.g., religious, racial, and socio-economic).</p>	<p>b. <u>analyzing current events and historical events to predict and evaluate potential conflicts that may occur in the future.</u></p>
				<p>c. <u>citing historical evidence that geographic factors affected decision-making by policy-makers.</u></p>	

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HP 4 (K-2) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (5-6) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (7-8) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...	HP 4 (Ext) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
a. identifying innovations or inventions that have impacted interaction between people (e.g., the invention of the telephone allowed people to talk to each other at a distance).	a. <u>explaining</u> how innovations or inventions have impacted interactions between people, <u>communities, regions, and nations.</u>	a. <u>citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</u>	a. <u>identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.</u>	a. <u>evaluating the effect of technology and innovation on promoting territorial expansion.</u>	b. <u>exploring the consequences of territorial expansion on the contracting society.</u>
	b. identifying how expansion has influenced interactions between people.	b. <u>providing historical examples of factors, causes, and reasons that lead to interactions</u> (e.g., exploration of worlds).	b. <u>explaining</u> the impact of interactions.	b. <u>proving whether innovation and invention have been beneficial or detrimental to society.</u>	
		c. <u>describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation.</u>	c. describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) <u>relate to settlement, population growth, and success of a civilization/ country/ nation.</u>		

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HP 5: Human societies and cultures develop and change in response to human needs and wants.					
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
HP 5 (K-2) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (3-4) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (5-6) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (7-8) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...	HP 5 (Ext)–1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
a. recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).	a. <u>comparing</u> cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).	a. comparing and <u>contrasting the diversity of different groups, places, and time periods or within the same group over time.</u>	a. <u>identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.</u>	a. <u>identifying patterns of migration and evaluating their socio-cultural impacts.</u>	
		b. <u>providing examples of cultural diversity.</u>	b. <u>applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.</u>	b. <u>investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.</u>	b. <u>critiquing the role of demographic factors (e.g., ethnicity, class, gender) in creating cultural diversity at a variety of scales (e.g., neighborhood, country).</u>
				c. <u>analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).</u>	c. <u>investigating the dichotomy of diversity between urban and rural settings.</u>

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<p>HP 5 (K-2) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>	<p>HP 5 (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>	<p>HP 5 (5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>	<p>HP 5 (7-8) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>	<p>HP 5 (9-12) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>	<p>HP 5 (Ext) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...</p>
<p>a. describing daily life for individuals in a cultural community.</p>	<p>a. <u>comparing how members within cultures interact with each other and their environment.</u></p>	<p>a. <u>identifying how cultural expectations impact people’s behavior in their community.</u></p>	<p>a. <u>comparing and contrasting how cultural expectations impact people’s behavior and role in different communities/ societies</u> (e.g., student protocols in 1800 vs. today).</p>	<p>a. <u>analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.</u></p>	
<p>b. identifying different cultures present in the local community.</p>	<p>b. <u>identifying how a culture has changed over time.</u></p>	<p>b. <u>using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline.</u></p>	<p>b. using an historical context, describe how diversity contributes to <u>cultural diffusion, acculturation, or assimilation</u> (e.g., “Melting Pot”).</p>	<p>b. <u>contrasting how cultural groups have conflicted over land use issues.</u></p>	
		<p>c. <u>describing challenges or obstacles a civilization/ country/ nation faced as it grew over time.</u></p>	<p>c. <u>describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation</u> (e.g., settlement, conflicts, transportation, climate change, commerce).</p>	<p>c. <u>evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.</u></p>	
<p>HP 5 (K-2) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>	<p>HP 5 (3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>	<p>HP 5 (5-6) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>	<p>HP 5 (7-8) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>	<p>HP 5 (9-12) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>	<p>HP 5 (Ext) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...</p>
<p>a. describing how people with different perspectives view events in different ways.</p>	<p>a. <u>comparing</u> how people with different perspectives view events in different ways.</p>	<p>a. <u>identifying various factors that impact individual and or group’s</u> perspective of events (e.g., social, intellectual, political, economic).</p>	<p>a. <u>describing how and why</u> various factors impact an individual or a group’s perspective of events.</p>	<p>a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events.</p>	<p>a. <u>comparing and contrasting the distinct</u> historical narratives of the same events <u>and determining how the narratives impacted social events.</u></p>
		<p>b. describing how an individual or group’s perspectives change over time using primary documents as evidence.</p>	<p>b. <u>explaining and analyzing how changing perspectives impact history</u> using primary documents as evidence.</p>	<p>b. <u>describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.</u></p>	