

Grades 9, 10, 11, 12

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. **CG.P.1**
 2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. **CG.P.2**
 3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. **CG.P.3**
 4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. **CG.P.4**
1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. **CG.RL.1**
 2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. **CG.RL.2**
 3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. **CG.RL.3**
 4. Argue how rules and laws can be used to create an equitable society. **CG.RL.4**
1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. **CG.RR.1**
 2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. **CG.RR.2**
 3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. **CG.RR.3**
 4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. **CG.RR.4**

History

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. **H.CC.1**
 2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. **H.CC.2**
 3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. **H.CC.3**
 4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. **H.CC.4**
1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. **H.HP.1**
 2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. **H.HP.2**
 3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. **H.HP.3**
 4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. **H.HP.4**
1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. **H.IG.1**
 2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. **H.IG.2**
 3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. **H.IG.3**
 4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. **H.IG.4**

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. **H.HSP.1**
 2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. **H.HSP.2**
 3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. **H.HSP.3**
 4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. **H.HSP.4**
1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. **G.HPE.1**
 2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. **G.HPE.2**
 3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. **G.HPE.3**
 4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. **G.HPE.4**
1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. **G.WST.1**
 2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. **G.WST.2**
 3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. **G.WST.3**
 4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. **G.WST.4**

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. [E.SA.1](#)
 2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. [E.SA.2](#)
 3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. [E.SA.3](#)
 4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. [E.SA.4](#)
1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. [E.PC.1](#)
 2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities [E.PC.2](#)
 3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. [E.PC.3](#)
 4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. [E.PC.4](#)
1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. [E.EG.1](#)
 2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. [E.EG.2](#)
 3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. [E.EG.3](#)
 4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. [E.EG.4](#)
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Content Standards

High School

Civics

1. Analyze the history and philosophy of different forms of government. **SSHS.CVC.1.1**
 - a. Explain the purposes and uses of government **SSHS.CVC.1.1.A**
 - b. Explain structures of governments in ancient civilizations (e.g., Mesopotamia, Egypt, Greece, Rome, Ghana, Mali, China, India, Mesoamerica) **SSHS.CVC.1.1.B**
 - c. Explain structures of governments in modern societies **SSHS.CVC.1.1.C**
 - d. Analyze the advantages and disadvantages of each form of government (e.g., oligarchy, democracy, monarchy), and argue who benefits under each form **SSHS.CVC.1.1.D**
 - e. Explain the rationale and conditions for governmental change (e.g., elections, protests, insurrections, revolutions) **SSHS.CVC.1.1.E**
2. Analyze the functions of government and ways that governments provide services and benefits to the population they serve. **SSHS.CVC.1.2**
 - a. Analyze the legislative function of government and checks upon it **SSHS.CVC.1.2.A**
 - b. Analyze the executive function of government and checks upon it **SSHS.CVC.1.2.B**
 - c. Analyze the judicial function of government and checks upon it **SSHS.CVC.1.2.C**
 - d. Analyze governmental functions that protect and serve people, and argue the impact of those functions **SSHS.CVC.1.2.D**
 - e. Analyze ways governmental power can be limited by societies, and argue who benefits from those limits **SSHS.CVC.1.2.E**
3. Argue how different definitions of citizenship and how to act as a citizen have impacted different people over time. **SSHS.CVC.1.3**
 - a. Explain the differences between "citizenship" as it pertains to being an active and responsible participant in any community or group and legal citizenship **SSHS.CVC.1.3.A**
 - b. Analyze the changes in how legal citizenship has been defined over time, and argue the impacts and who has benefited **SSHS.CVC.1.3.B**
 - c. Explain the responsibilities of being an active and responsible participant in a community **SSHS.CVC.1.3.C**
 - d. Analyze the barriers to full participation as citizens, and argue who benefits from them **SSHS.CVC.1.3.D**
 - e. Analyze instances when citizenship has been challenged or denied, and argue who benefited **SSHS.CVC.1.3.E**
1. Argue the impact of 18th century philosophical ideas about power and government on the American Revolution. **SSHS.CVC.2.1**

- a. Analyze the ideas of Enlightenment figures (e.g., Hobbes, Locke, Rousseau, Voltaire, Montesquieu), and argue the impact of those ideas across societal groups [SSHS.CVC.2.1.A](#)
 - b. Analyze the components of republicanism and democracy, and argue who benefits from each [SSHS.CVC.2.1.B](#)
 - c. Analyze the impact of social and economic changes after the Revolutionary War, and argue who benefited [SSHS.CVC.2.1.C](#)
 - d. Explain the challenges to the government created under the Articles of Confederation and the Constitution of the United States [SSHS.CVC.2.1.D](#)
 - e. Analyze the social and economic status of the Founding Fathers, and argue their impacts to the creation of the United States [SSHS.CVC.2.1.E](#)
2. Argue how the ideas in Common Sense and the Declaration of Independence led to a redefinition of the political relationships between the American colonies and Britain. [SSHS.CVC.2.2](#)
 - a. Analyze the ideas expressed in Common Sense, and argue its impact [SSHS.CVC.2.2.A](#)
 - b. Explain events leading to a declaration of independence from Britain (e.g., Stamp Act, Sugar Act, Tea Act, Townshend Acts, Boston Massacre) [SSHS.CVC.2.2.B](#)
 - c. Explain Jefferson's ideas about rights and responsibilities, and analyze how those compare with his personal life [SSHS.CVC.2.2.C](#)
 - d. Analyze the perspectives on natural rights and the role of government outlined in the Declaration of Independence, and argue the impacts of those perspectives [SSHS.CVC.2.2.D](#)
 3. Argue the impacts of the issues and challenges to the Articles of Confederation. [SSHS.CVC.2.3](#)
 - a. Analyze the rights and responsibilities given to the states and the national government under the Articles of Confederation, and argue who benefited from them [SSHS.CVC.2.3.A](#)
 - b. Analyze the limitations of the national government under the Articles of Confederation, and argue the impact of those limitations and who benefited from them [SSHS.CVC.2.3.B](#)
 - c. Analyze the rationale for, and argue the impacts of Shays' Rebellion [SSHS.CVC.2.3.C](#)
 4. Argue the impacts of the challenges the founders faced to the creation of a new government under the Constitution of the United States. [SSHS.CVC.2.4](#)
 - a. Analyze the definition of and the rationale for federalism, and argue who benefited from that system [SSHS.CVC.2.4.A](#)
 - b. Analyze the arguments and rationales found in the Federalist Papers, and argue who benefited (Suggested Federalist Papers – 9, 10, 39, 51, 70, 78, 84) [SSHS.CVC.2.4.B](#)

- c. Analyze the distinctions between the Virginia and New Jersey plans, and argue who benefited under each plan [SSHS.CVC.2.4.C](#)
 - d. Analyze the impact of the Constitution on different groups in American society, and argue who benefited [SSHS.CVC.2.4.D](#)
 - e. Analyze the reasons why Rhode Island refused to send a delegate to the Constitutional Convention [SSHS.CVC.2.4.E](#)
1. Argue the impact of the structure of government and law established by the Constitution of the United States and Bill of Rights. [SSHS.CVC.3.1](#)
 - a. Explain the rationale for components of representative government, and argue who benefits under that system [SSHS.CVC.3.1.A](#)
 - b. Analyze the influence of Enlightenment ideas on the Constitution of the United States (e.g., social contract, separation of powers) [SSHS.CVC.3.1.B](#)
 - c. Explain the influence of the Haudenosaunee Confederacy on the Constitution [SSHS.CVC.3.1.C](#)
 - d. Analyze the validity of differing perceptions of the Constitution, and argue who benefited from each position [SSHS.CVC.3.1.D](#)
 - e. Analyze the elements of the Constitution and the structure of government they created, and argue its impact [SSHS.CVC.3.1.E](#)
 2. Argue the impacts of the compromises that went into the passage of the Constitution of the United States, including the addition of the Bill of Rights. [SSHS.CVC.3.2](#)
 - a. Explain the influences of the anti-federalists on the Constitution [SSHS.CVC.3.2.A](#)
 - b. Analyze the reasons for Rhode Island's reluctance to ratify the Constitution [SSHS.CVC.3.2.B](#)
 - c. Analyze the rationale for and components of the Bill of Rights, and argue the impact and who benefited [SSHS.CVC.3.2.C](#)
 - d. Analyze the relationship between the Constitution and the Bill of Rights [SSHS.CVC.3.2.D](#)
 3. Argue the impacts of how the authors of the Constitution of the United States handled the system of slavery. [SSHS.CVC.3.3](#)
 - a. Explain the elements of Enlightenment thinking related to slavery, analyze the impact of that thinking, and argue who benefited [SSHS.CVC.3.3.A](#)
 - b. Analyze the arguments among representatives at the Constitutional Convention over slavery [SSHS.CVC.3.3.B](#)
 - c. Analyze the manner in which slavery is addressed in the Constitution, and argue the impact and who benefited from those decisions [SSHS.CVC.3.3.C](#)
 - d. Analyze how the Constitution reinforced the system of slavery (e.g., the Three-Fifths Clause, the Importation Clause, the Slave Insurrection Clause, and the Fugitive Slave Clause) [SSHS.CVC.3.3.D](#)

4. Argue the impacts of interpreting and using the Constitution of the United States to expand freedom and opportunity. [SSHS.CVC.3.4](#)
 - a. Analyze the distinctions between civil rights and civil liberties [SSHS.CVC.3.4.A](#)
 - b. Analyze challenges to civil rights (e.g., denial of voting rights to some groups, redlining) and argue their impacts [SSHS.CVC.3.4.B](#)
 - c. Analyze challenges to civil liberties (e.g., segregation, the internment of Japanese Americans, discrimination against people based on their race, ethnicity, gender, sexual identity), and argue their impacts [SSHS.CVC.3.4.C](#)
 - d. Analyze constitutional amendments, Supreme Court decisions, and legislation that had to do with the expansion of rights for Black Americans (e.g., 13th, 14th, and 15th Amendments, the Brown v. Board of Education Supreme Court Case, and the 1964 Civil Rights Act) and resistance to these measures, and argue the impacts [SSHS.CVC.3.4.D](#)
 - e. Analyze constitutional amendments, Supreme Court decisions, and legislation that had to do with the expansion of rights for women (e.g., 19th amendment, proposed Equal Rights Amendment) and resistance to these measures. and argue the impacts [SSHS.CVC.3.4.E](#)
1. Argue the ways the Enlightenment idea of checks and balances as a deterrent to tyranny influenced the Constitution of the United States. [SSHS.CVC.4.1](#)
 - a. Explain Montesquieu's rationale for check and balances in government [SSHS.CVC.4.1.A](#)
 - b. Analyze ways that checks and balances are instantiated in the structure of the national government, and argue the impacts of that inclusion [SSHS.CVC.4.1.B](#)
 - c. Analyze ways that checks and balances are instantiated between state and national governments, and argue the impacts of that inclusion [SSHS.CVC.4.1.C](#)
2. Analyze the structure and role of the legislative branch of the national government. [SSHS.CVC.4.2](#)
 - a. Explain the functions of the legislative branch [SSHS.CVC.4.2.A](#)
 - b. Analyze the distinctions in the roles played by the legislative branch in domestic and foreign policy [SSHS.CVC.4.2.B](#)
 - c. Analyze the checks that the legislative branch exercises on the executive and judicial branches [SSHS.CVC.4.2.C](#)
 - d. Analyze the changes in the power of the legislative branch over time [SSHS.CVC.4.2.D](#)
3. Analyze the structure and role of the executive branch of the national government. [SSHS.CVC.4.3](#)
 - a. Analyze the functions of the executive branch [SSHS.CVC.4.3.A](#)
 - b. Analyze the distinctions in the roles of the executive branch in domestic and foreign policy [SSHS.CVC.4.3.B](#)

- c. Analyze the checks that the executive branch exercises on the legislative and judicial branches [SSHS.CVC.4.3.C](#)
 - d. Analyze the changes in the power of the executive branch over time [SSHS.CVC.4.3.D](#)
- 4. Analyze the structure and role of the judicial branch of the national government. [SSHS.CVC.4.4](#)
 - a. Explain the functions of the judicial branch [SSHS.CVC.4.4.A](#)
 - b. Analyze the checks that the judicial branch exercises on the legislative and executive branches (e.g., judicial review, impeachment) [SSHS.CVC.4.4.B](#)
 - c. Analyze the changes in the power of the judicial branch over time [SSHS.CVC.4.4.C](#)
- 5. Analyze other governmental systems of the United States, including state, local, and tribal governments, and their interactions with each other and the federal government. [SSHS.CVC.4.5](#)
 - a. Explain the powers of state governments as explained in the Constitution of the United States [SSHS.CVC.4.5.A](#)
 - b. Explain the powers of local governments as explained in the Constitution of the United States and the Bill of Rights [SSHS.CVC.4.5.B](#)
 - c. Explain the definition of sovereignty and the role of federal and state recognition of tribes [SSHS.CVC.4.5.C](#)
 - d. Explain the powers and structures of tribal governments [SSHS.CVC.4.5.D](#)
 - e. Analyze the powers, structures, and authorities of local municipalities, the state of Rhode Island, and local tribal governments (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA) [SSHS.CVC.4.5.E](#)
 - f. Analyze the relationships between different levels of government and their powers [SSHS.CVC.4.5.F](#)
 - g. Analyze the relationships between the Narragansett tribal and local and state governments and their powers [SSHS.CVC.4.5.G](#)
- 1. Argue the impacts of the ways that Americans have fought for greater control of the political system throughout history. [SSHS.CVC.5.1](#)
 - a. Analyze the various perspectives on governmental factions in the Federalist Papers, and argue the impacts of those views [SSHS.CVC.5.1.A](#)
 - b. Analyze the distinctions between the First and Second Party Systems, and argue the impact of each [SSHS.CVC.5.1.B](#)
 - c. Analyze the changes in nature and conditions of political parties over time, and argue their impacts and who benefited [SSHS.CVC.5.1.C](#)
 - d. Analyze the rationale for and third-party challenges (e.g., Theodore Roosevelt, Robert La Follette, Strom Thurmond, George Wallace, Ross Perot), and argue the impact of those challenges [SSHS.CVC.5.1.D](#)

2. Argue the impacts of party platforms and partisanship on the United States political party system. [SSHS.CVC.5.2](#)
 - a. Explain the structure and functions of political parties [SSHS.CVC.5.2.A](#)
 - b. Analyze the nature of party platforms, identify examples, and argue the impacts on the political system [SSHS.CVC.5.2.B](#)
 - c. Analyze the demographics of major and minor political parties in the United States today [SSHS.CVC.5.2.C](#)
 - d. Analyze the nature of partisanship, identify examples, and argue the impacts on the political system and who benefits [SSHS.CVC.5.2.D](#)
3. Argue the ways that political interest groups influence policy and have gained power over time. [SSHS.CVC.5.3](#)
 - a. Explain the purpose of a political interest group [SSHS.CVC.5.3.A](#)
 - b. Analyze the agendas of interest groups (e.g., public, economic, religious, ideological), and argue their impacts [SSHS.CVC.5.3.B](#)
 - c. Analyze the approaches interest groups use to influence public policy (e.g., engage politicians, engage media, lobby, donate to campaigns), and argue their impacts [SSHS.CVC.5.3.C](#)
4. Argue the impacts people can have on the American political system by becoming involved with political parties, interest groups, and politics. [SSHS.CVC.5.4](#)
 - a. Analyze the reasons why people become politically involved [SSHS.CVC.5.4.A](#)
 - b. Explain opportunities to become politically involved, and argue the impacts of that involvement [SSHS.CVC.5.4.B](#)
 - c. Analyze barriers to becoming politically involved (e.g., voting restrictions, intimidation, lack of support) and resistance to those barriers [SSHS.CVC.5.4.C](#)
5. Argue the impacts people can have when they use political processes outside of the governmental system to effect change. [SSHS.CVC.5.5](#)
 - a. Analyze how money is used to influence politics, and argue who benefits [SSHS.CVC.5.5.A](#)
 - b. Analyze how media influences politics, and argue who benefits [SSHS.CVC.5.5.B](#)
 - c. Explain the role of polling in politics [SSHS.CVC.5.5.C](#)
 - d. Analyze the rationale for laws regulating the use of money to influence politics, and argue the impact of those laws [SSHS.CVC.5.5.D](#)
 - e. Analyze methods people have used to influence politics (e.g., the Civil Rights Movement's marches, sit-ins), and argue their impact on effecting change [SSHS.CVC.5.5.E](#)
1. Analyze the different types of voting systems and how people vote. [SSHS.CVC.6.1](#)
 - a. Analyze the similarities and differences among voting systems (e.g., plurality, majority, proportional), and argue the advantages and disadvantages of each [SSHS.CVC.6.1.A](#)

- b. Explain the conditions and process of registering to vote (e.g., eligibility and debates about eligibility) [SSHS.CVC.6.1.B](#)
 - c. Analyze the international principles of electoral integrity, and argue who benefits from them [SSHS.CVC.6.1.C](#)
- 2. Explain the functions of primary and general elections in the United States. [SSHS.CVC.6.2](#)
 - a. Explain the purposes of different kinds of primary elections (e.g., open, closed, blanket) [SSHS.CVC.6.2.A](#)
 - b. Explain the purposes of general elections [SSHS.CVC.6.2.B](#)
 - c. Explain approaches to monitoring elections and reporting of results, and analyze debates questioning the integrity these processes [SSHS.CVC.6.2.C](#)
- 3. Argue the impact of the political marginalization of different groups in American history. [SSHS.CVC.6.3](#)
 - a. Analyze the historical changes in voting requirements (e.g., property ownership including the Dorr Rebellion in Rhode Island, religion, gender, race), and argue who has benefited from them [SSHS.CVC.6.3.A](#)
 - b. Analyze the legal and extra-legal approaches to restricting voting, and argue the impacts of those approaches [SSHS.CVC.6.3.B](#)
 - c. Analyze the similarities and differences in approaches groups have taken to fight for voting rights, and argue their impacts [SSHS.CVC.6.3.C](#)
- 4. Argue the short- and long- term implications of voter turnout and participation on the outcomes of the political process. [SSHS.CVC.6.4](#)
 - a. Analyze voting behavior and patterns of voting, and argue what influences the behavior and the impacts of that behavior on outcomes (e.g., on elections, on decisions over controversial issues) [SSHS.CVC.6.4.A](#)
 - b. Analyze patterns of voting over time, and argue the impacts changes in patterns have had on outcomes [SSHS.CVC.6.4.B](#)
 - c. Analyze gerrymandering, and argue its effects on outcomes and who benefits [SSHS.CVC.6.4.C](#)
 - d. Analyze contemporary debates and issues around voting (e.g., voting hours, transportation to polls, voter identification requirements including the allowance of using tribal IDs to vote in Rhode Island, role of the electoral college, absentee voting) and argue a stance on an issue [SSHS.CVC.6.4.D](#)
- 1. Argue the justifications for protest movements in the United States. [SSHS.CVC.7.1](#)
 - a. Argue justifications for protest and dissent based on freedom of speech [SSHS.CVC.7.1.A](#)
 - b. Argue justifications for protest and dissent based on freedom of assembly [SSHS.CVC.7.1.B](#)
 - c. Argue justifications for protest and dissent based on the right to petition [SSHS.CVC.7.1.C](#)

- d. Argue justifications for protest and dissent based on the Fourteenth Amendment [SSHS.CVC.7.1.D](#)
 2. Argue the impacts of Americans who have acted to address social inequalities in the past. [SSHS.CVC.7.2](#)
 - a. Analyze the approaches taken by people working for the abolition of slavery, and argue the impact of those efforts [SSHS.CVC.7.2.A](#)
 - b. Analyze approaches taken by people working for women's rights, and argue the impact of those efforts [SSHS.CVC.7.2.B](#)
 - c. Analyze approaches taken by people working for the rights of laborers, and argue the impact of those efforts [SSHS.CVC.7.2.C](#)
 3. Explain the ways Americans have tried to assert control over the political system. [SSHS.CVC.7.3](#)
 - a. Identify a range of contemporary issues (e.g., mass incarceration, gun ownership, affordable housing, immigration) [SSHS.CVC.7.3.A](#)
 - b. Analyze the varied perspectives on them [SSHS.CVC.7.3.B](#)
 - c. Analyze options for and the approaches taken to resolve those issues [SSHS.CVC.7.3.C](#)
 - d. Argue a position on one or more of the issues [SSHS.CVC.7.3.D](#)
1. Argue the impact of international agreements to support global human rights. [SSHS.CVC.8.1](#)
 - a. Analyze the components of the Universal Declaration of Human Rights, and argue who benefits [SSHS.CVC.8.1.A](#)
 - b. Analyze the influences of the Universal Declaration of Human Rights on U.S. foreign policy [SSHS.CVC.8.1.B](#)
 - c. Analyze the functions of the United Nations and World Court in terms of human rights in particular, and argue who benefits [SSHS.CVC.8.1.C](#)
 - d. Explain extra-governmental organizations' (e.g., Amnesty International, Human Rights Watch) efforts to foster human rights and argue their impacts [SSHS.CVC.8.1.D](#)
 - e. Analyze responsibilities for and process of enforcing international law, and argue who benefits [SSHS.CVC.8.1.E](#)
2. Argue the impacts of the role the United States has taken in influencing and intervening in the affairs of other nations in the name of human rights. [SSHS.CVC.8.2](#)
 - a. Analyze the people and positions in the United States government who make decisions on where and when to allocate resources to other countries (e.g., funds, military, weapons, food, medicine), and argue their impacts [SSHS.CVC.8.2.A](#)
 - b. Analyze the rationales for and U.S. interventions around human rights and genocides in other countries (e.g., Armenian genocide, Jewish Holocaust,

- e. Explain Rhode Island's participation in the African slave trade, and argue who was complicit and who benefited [SSHS.USI.1.5.E](#)
1. Argue the impacts of the colonies establishing their own economies and governments separate from Great Britain. [SSHS.USI.2.1](#)
 - a. Explain the conditions of mercantilism (e.g., trade, wealth, governmental protection), and argue who benefited [SSHS.USI.2.1.A](#)
 - b. Explain the elements of colonial economies (e.g., subsistence and commercial farming, shipbuilding, trade), and argue whose interests they served [SSHS.USI.2.1.B](#)
 - c. Explain the rationales for and elements of colonial governments, and argue whose interests they served [SSHS.USI.2.1.C](#)
 2. Argue how British impositions after the Seven Years War led to opposition in the colonies. [SSHS.USI.2.2](#)
 - a. Analyze the causes and conditions of the Seven Years War (e.g., frontier tensions, Indigenous alliances), and argue the impacts (e.g., British victory, loss of French territory, Indigenous hopes to stall British expansion) [SSHS.USI.2.2.A](#)
 - b. Explain the rationale for British taxation policies (e.g., British economic issues due to cost of Seven Years War, tensions over land), and analyze colonial reactions to those policies (e.g., petitions, boycotts, protests, riots) [SSHS.USI.2.2.B](#)
 - c. Analyze how colonial individuals and groups resisted British policies (e.g., Sons and Daughters of Liberty, spinning bees, Samuel Adams, Crispus Attucks), and argue the impact of their actions [SSHS.USI.2.2.C](#)
 - d. Analyze the efficacy of the ways Rhode Island colonists resisted British policies (e.g., Stamp Act Riot, Gaspee Affair) [SSHS.USI.2.2.D](#)
 - e. Explain the rationale for and actions of the Committees of Correspondence and the Continental Congresses and Rhode Island's role in each [SSHS.USI.2.2.E](#)
 3. Argue the impact of the intellectual and philosophical arguments presented for independence from Great Britain. [SSHS.USI.2.3](#)
 - 3a. Explain the origin of and arguments made in Common Sense [SSHS.USI.2.3A](#)
 - 3b. Identify the nature and conditions of colonial grievances against King George III in the Declaration of Independence [SSHS.USI.2.3B](#)
 - 3c. Analyze the efficacy of enlightenment ideas evident in founding documents (e.g., social contract, natural rights, separation of powers) [SSHS.USI.2.3C](#)
 - 3d. Analyze the rationale behind the removal of the anti-slavery passage in the Declaration of Independence, and argue who benefited and the impacts of that action [SSHS.USI.2.3D](#)
 - 3e. Analyze the range of colonial responses to the Declaration of Independence based on one's positionality (e.g., Frederick Douglass, Abigail Adams, Patriots, Loyalists) [SSHS.USI.2.3E](#)

2. Analyze the philosophical and ideological influences embedded in the founding documents of the United States of America. [SSHS.USI.3.2](#)
 - a. Identify enlightenment ideas represented in the Articles of Confederation and the Constitution of the United States (e.g., social contract theory, natural rights, religious tolerance) [SSHS.USI.3.2.A](#)
 - b. Analyze the similarities and differences between the Haudenosaunee Confederacy and the Constitution of the United States [SSHS.USI.3.2.B](#)
 - c. Analyze the similarities and differences between a democracy and a republic [SSHS.USI.3.2.C](#)
 - d. Explain the economic influences on the development of the Constitution of the United States [SSHS.USI.3.2.D](#)
3. Analyze the debate between the Federalists and the Anti-Federalists. [SSHS.USI.3.3](#)
 - a. Identify the authors of the Federalist Papers, and explain their reasons for writing them [SSHS.USI.3.3.A](#)
 - b. Analyze the Federalist and Anti-Federalists arguments over national v. state governmental power [SSHS.USI.3.3.B](#)
 - c. Analyze the influence of Federalist #10, including the idea of majority rule and minority rights [SSHS.USI.3.3.C](#)
4. Analyze the Constitution of the United States and the Bill of Rights and the governmental powers and rights outlined in them. [SSHS.USI.3.4](#)
 - a. Analyze the goals outlined in the Preamble to the Constitution of the United States [SSHS.USI.3.4.A](#)
 - b. Analyze the branches of government and their relationships to one another [SSHS.USI.3.4.B](#)
 - c. Explain the powers reserved to the states [SSHS.USI.3.4.C](#)
 - d. Explain the enunciation of rights and liberties under the Bill of Rights, and analyze how those rights and liberties have changed over time [SSHS.USI.3.4.D](#)
 - e. Explain Rhode Island's role in the drafting of the Bill of Rights and its ratification of the Constitution of the United States [SSHS.USI.3.4.E](#)
5. Analyze the powers and responsibilities of the three branches of government. [SSHS.USI.3.5](#)
 - a. Explain the powers and responsibilities of the executive branch, and analyze how they have changed over time [SSHS.USI.3.5.A](#)
 - b. Explain the powers and responsibilities of the legislative branch, and analyze how they have changed over time [SSHS.USI.3.5.B](#)
 - c. Explain the powers and responsibilities of the judicial branch, and analyze how they have changed over time [SSHS.USI.3.5.C](#)
 - d. Explain the relationships among the branches, and analyze the benefits and drawbacks of how checks and balances operate amongst the

branches [SSHS.USI.3.5.D](#)

1. Argue the impacts of the contradictions between the Constitution's guarantees of freedom and the realities of life for various populations of society in the Early National era. [SSHS.USI.4.1](#)
 - a. Analyze women's status and rights in the Early Republic, and argue the benefits and drawbacks from multiple perspectives (e.g., women, men, society as a whole) [SSHS.USI.4.1.A](#)
 - b. Analyze the conditions of enslaved peoples during this time, and argue the benefits and drawbacks from multiple perspectives (e.g., the enslaved, enslavers, society as a whole - socially and economically) [SSHS.USI.4.1.B](#)
 - c. Analyze the nature and conditions of voting rights, and argue who benefited [SSHS.USI.4.1.C](#)
 - d. Analyze the constitutional implications for Indigenous peoples, and argue the benefits and drawbacks from multiple perspectives (e.g., Indigenous governments, Indigenous individuals, United States government) [SSHS.USI.4.1.D](#)
2. Argue how the United States established its economic independence following the American Revolution. [SSHS.USI.4.2](#)
 - a. Analyze the range of economic issues after the Revolutionary War, and argue how those issues affected different groups differently [SSHS.USI.4.2.A](#)
 - b. Analyze the motivations and outcomes of establishing the Bank of the United States and argue who benefited of that action [SSHS.USI.4.2.B](#)
 - c. Analyze the advantages and disadvantages of expanding trade, and argue who benefited from that action [SSHS.USI.4.2.C](#)
 - d. Analyze the reasons for and outcomes of the Whiskey Rebellion, and argue who benefited from that event [SSHS.USI.4.2.D](#)
3. Argue the short- and long-term impacts of the United States' involvement in foreign affairs in the Early Republic. [SSHS.USI.4.3](#)
 - a. Explain the rationale for and analyze the outcomes of U.S. involvement in the French and Haitian revolutions, and argue who benefited from that involvement [SSHS.USI.4.3.A](#)
 - b. Analyze the nature and conditions of U.S. foreign policy (e.g., John Jay's Treaty, Treaty of San Lorenzo / Pinckney's Treaty), and argue who benefited from those policies [SSHS.USI.4.3.B](#)
 - c. Analyze the effects of the Monroe Doctrine on U.S. foreign policy and how the doctrine has changed over time [SSHS.USI.4.3.C](#)
4. Argue the reasons for the growth of factionalism and political division in the Early Republic. [SSHS.USI.4.4](#)
 - a. Explain the tenets of the Federalist and Democratic-Republican parties, and analyze who they represented [SSHS.USI.4.4.A](#)
 - b. Explain rationales for and actions of political parties, analyze how those rationales and actions have changed, and argue who benefited from those

- d. Analyze the nature and outcomes of Jackson's treatment of Indigenous people, and argue who benefited from those outcomes [SSHS.USI.5.3.D](#)
4. Argue the impacts of the Industrial Revolution on the ways workers lived. [SSHS.USI.5.4](#)
 - a. Analyze the characteristics of the Textile Revolution, and argue the impacts on different groups of people (e.g., women, enslaved people, immigrants, children) and who benefited from that situation [SSHS.USI.5.4.A](#)
 - b. Analyze the impetus for European migration to the United States and how that changed the demographics of workers [SSHS.USI.5.4.B](#)
 - c. Analyze the nature and conditions leading to corporations, and argue who benefited from that movement [SSHS.USI.5.4.C](#)
 - d. Analyze the nature, conditions, and outcomes of the American labor movement and how it has changed over time [SSHS.USI.5.4.D](#)
5. Argue the impacts of western expansion on Indigenous peoples, immigration, and reshaping the United States. [SSHS.USI.5.5](#)
 - a. Analyze the rationale for and outcomes of white migration west, and argue who benefited [SSHS.USI.5.5.A](#)
 - b. Analyze the effects of the Gold Rush (e.g., on Indigenous peoples, on immigration of people from China, on the environment, on the economy), and argue who benefited [SSHS.USI.5.5.B](#)
 - c. Analyze the impact of governmental actions in removal of Indigenous groups (e.g., Trail of Tears, Indian boarding schools), and argue who benefited [SSHS.USI.5.5.C](#)
 - d. Analyze Indigenous resistance to white migration [SSHS.USI.5.5.D](#)
 - e. Explain Indigenous efforts to preserve and perpetuate their communities (e.g., religious practices, traditions surrounding food, clothing, art, ceremony) [SSHS.USI.5.5.E](#)
6. Argue the effects of the conditions under which enslaved people lived and struggled for freedom in the early 19th century. [SSHS.USI.5.6](#)
 - a. Analyze the nature of slavery (e.g., types of labor, living accommodations, Slave Codes), and argue who benefited from that practice [SSHS.USI.5.6.A](#)
 - b. Analyze the relationship between cotton, U.S. expansion, and the expansion of slavery, and argue the impacts and who benefited [SSHS.USI.5.6.B](#)
 - c. Analyze governmental actions on expansion of slavery, and argue the impacts [SSHS.USI.5.6.C](#)
 - d. Analyze the relationship between slavery and the addition of new states (e.g., California, Missouri, Texas) [SSHS.USI.5.6.D](#)
 - e. Analyze the conditions and actions taken that led to the preservation and perpetuation of African traditions and people (e.g., music, clothing, religious beliefs) [SSHS.USI.5.6.E](#)

- f. Analyze the efficacy of efforts to resist slavery (e.g., self-emancipation, slowing down work, destruction of property, Stono Rebellion 1739, Nat Turner's Rebellion 1831) [SSHS.USI.5.6.F](#)
1. Argue the impacts of the Second Great Awakening on American thought and behavior. [SSHS.USI.6.1](#)
 - a. Explain the rationale for and nature of the Second Great Awakening, and argue who benefited from that movement [SSHS.USI.6.1.A](#)
 - b. Explain the fundamental tenets of the Second Great Awakening [SSHS.USI.6.1.B](#)
 - c. Analyze the goals and outcomes of the Second Great Awakening, and argue who benefited from that movement [SSHS.USI.6.1.C](#)
 2. Argue the impact of attempts by reformers to change American society in the antebellum period. [SSHS.USI.6.2](#)
 - a. Analyze the goals for and outcomes of institutional reform movements (e.g., prisons, schools) and argue who benefited [SSHS.USI.6.2.A](#)
 - b. Analyze the goals and outcomes for the temperance movement and argue who benefited [SSHS.USI.6.2.B](#)
 - c. Analyze connections between the abolitionist and women's right movements and argue who benefited [SSHS.USI.6.2.C](#)
 3. Argue the impact of the collaborative efforts of abolitionists to end slavery in the United States. [SSHS.USI.6.3](#)
 - a. Analyze the religious and political rationales for abolition [SSHS.USI.6.3.A](#)
 - b. Identify the notable leaders and followers of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child, including the role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island), analyze their contributions, and argue their impacts on the movement [SSHS.USI.6.3.B](#)
 - c. Analyze the political and economic approaches to abolishing slavery (e.g., petitions to Congress, literature, protests, boycotts), and argue the impact of those approaches [SSHS.USI.6.3.C](#)
 4. Argue the impact of the increasingly common participation of women in public life in antebellum America. [SSHS.USI.6.4](#)
 - a. Analyze the assumptions behind the Cult of True Womanhood and argue who benefited from this concept [SSHS.USI.6.4.A](#)
 - b. Analyze the value of benevolent associations to increase women's participation in public life (e.g., The Society for the Relief of Poor Widows and Small Children, Female Humane Association, Ladies Charleston Volunteer Aid Society), and argue the impacts of that participation [SSHS.USI.6.4.B](#)
 - c. Explain the increase in women's educational opportunities and argue who benefited from those opportunities [SSHS.USI.6.4.C](#)

- c. Explain the roles fulfilled by women during the Civil War (e.g., Kady Brownell, Katharine Prescott Wormeley, Julia Ward Howe), analyze their experiences and contributions, and argue the impacts of their efforts [SSHS.USI.7.3.C](#)
 - d. Explain the roles fulfilled by immigrants during the Civil War, analyze their experiences and contributions, and argue the impacts of their efforts [SSHS.USI.7.3.D](#)
- 4. Argue the effects the Emancipation Proclamation had on the Civil War as policy and propaganda. [SSHS.USI.7.4](#)
 - a. Explain the rationale for and conditions of the Emancipation Proclamation [SSHS.USI.7.4.A](#)
 - b. Analyze the scope and outcomes of the Emancipation Proclamation, and argue its impact [SSHS.USI.7.4.B](#)
 - c. Analyze Black American responses to the Emancipation Proclamation (e.g., General Order No.3 and Juneteenth) [SSHS.USI.7.4.C](#)
- 5. Argue the impact of military components, leaders, and battles, on the course and end of the Civil War. [SSHS.USI.7.5](#)
 - a. Analyze the role and implications of the attack on Fort Sumter for the Civil War, and argue the impacts of the outcome [SSHS.USI.7.5.A](#)
 - b. Explain the roles of military leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), analyze their contributions, and argue their impacts on the War [SSHS.USI.7.5.B](#)
 - c. Analyze decisive battles (e.g., Antietam, Vicksburg), and argue their impacts on the course of the War [SSHS.USI.7.5.C](#)
 - d. Analyze the relevance of the battle of Gettysburg [SSHS.USI.7.5.D](#)
- 6. Argue the impact of the conflict between the Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson. [SSHS.USI.7.6](#)
 - a. Analyze the rationale for and components of Lincoln's approach to Reconstruction, and argue who benefited from that approach [SSHS.USI.7.6.A](#)
 - b. Analyze the rationale for and components of the Radical Republicans' plan for Reconstruction, and argue who benefited from that plan [SSHS.USI.7.6.B](#)
 - c. Explain the rationale for and analyze the outcome of the impeachment of Andrew Johnson [SSHS.USI.7.6.C](#)
 - d. Analyze the components and outcomes of Reconstruction, and argue who benefited from the approach [SSHS.USI.7.6.D](#)
- 7. Argue how Reconstruction affected Black Americans and the establishment of their lives after enslavement. [SSHS.USI.7.7](#)
 - a. Analyze components and outcomes of the 13th, 14th, and 15th amendments, and argue who benefited from those amendments [SSHS.USI.7.7.A](#)
 - b. Argue ways that the 15th Amendment was limited [SSHS.USI.7.7.B](#)

- c. Analyze the reactions of Black Americans to the end of the Civil War [SSHS.USI.7.7.C](#)
- d. Explain the importance of education for Black Americans after the Civil War, including roles of institutions such as the Freedmen's bureau and Rhode Island Association for Freedmen [SSHS.USI.7.7.D](#)
- e. Analyze the components and outcomes of sharecropping, and argue who benefited from that practice [SSHS.USI.7.7.E](#)

United States History II: Late 19th Century To The Present

1. Argue the social and economic impacts of industrialization and the urbanization of the United States after the Civil War. [SSHS.USII.1.1](#)
 - a. Identify major inventions and innovations from the late 19th Century, and analyze how they contributed to the expansion of industrialization [SSHS.USII.1.1.A](#)
 - b. Analyze how industrialization changed how people lived their lives and earned their living (e.g., changes to farming, mining, and manufacturing industries), and argue how different groups of people were impacted in different ways [SSHS.USII.1.1.B](#)
 - c. Analyze the relationships between urbanization and industrialization (e.g., urban crowding, sanitation issues), and argue their implications for people in society [SSHS.USII.1.1.C](#)
 - d. Explain the purpose, role, and defining characteristics of labor unions in the late 19th century, analyze the relationships between labor unions and their members and labor unions and business owners, and argue the impacts and who benefited [SSHS.USII.1.1.D](#)
 - e. Analyze the effects of urbanization on the environment [SSHS.USII.1.1.E](#)
2. Argue how government policies fueled the expansion of an industrial economy after the Civil War. [SSHS.USII.1.2](#)
 - a. Analyze the rationale behind the removal of Indigenous peoples from their lands, and argue how different groups of people were impacted both short- and long-term [SSHS.USII.1.2.A](#)
 - b. Explain the definition of settler colonialism, and analyze how it is similar and different from manifest destiny [SSHS.USII.1.2.B](#)
 - c. Explain the role of the federal government in supporting industrialization and westward expansion (e.g., Morrill Tariff and Land Grant Act 1862, Homestead Acts 1862, Pacific Railway Act of 1862) [SSHS.USII.1.2.C](#)
 - d. Analyze the efficacy of the policies and laws created after the Civil War related to industrialization (e.g., Sherman Antitrust Act, Sherman Silver Purchase Act, McKinley Tariff Act), and argue how they impacted society [SSHS.USII.1.2.D](#)
3. Argue how the system of sharecropping and segregation affected the lives of Black Americans in the South after the Civil War. [SSHS.USII.1.3](#)
 - a. Analyze the rationale for and conditions of sharecropping, and argue its impact on Black Americans [SSHS.USII.1.3.A](#)

- b. Argue the impact of Plessy v. Ferguson on segregation [SSHS.USII.1.3.B](#)
 - c. Explain the rationale for and conditions of the Great Migration [SSHS.USII.1.3.C](#)
 - d. Analyze the policies and actions taken to enforce segregation, and argue the impact of those policies and actions [SSHS.USII.1.3.D](#)
- 4. Argue the influence industrialization had on second-wave immigration in the late 19th century, and the impacts of government responses. [SSHS.USII.1.4](#)
 - a. Analyze the similarities and differences in the backgrounds, cultures, and lived experiences of U.S. immigrants after the Civil War (e.g., those from Italy, Poland, Russia, Portugal, Greece, Armenia, China, Japan, Korea, Punjab, Bengal, India, Mexico) [SSHS.USII.1.4.A](#)
 - b. Analyze the policies and practices of the U.S. government toward immigration (e.g., Chinese Exclusion Act 1882, Alien Land Act 1913, Immigration Act of 1924), and argue who benefited from those policies and practices [SSHS.USII.1.4.B](#)
 - c. Analyze the relationships among immigration, urbanization, and industrialization, and argue the impacts of those relationships [SSHS.USII.1.4.C](#)
 - d. Analyze the patterns of immigration and urbanization during the late 19th century, and explain the formations of ethnic neighborhoods in cities and their benefits [SSHS.USII.1.4.D](#)
- 5. Argue the impacts of the Populist movement on the United States. [SSHS.USII.1.5](#)
 - a. Explain the purpose and role of Populism in the late 19th and early 20th centuries (e.g., Farmers' Alliance and Grange movements) [SSHS.USII.1.5.A](#)
 - b. Analyze the evolution of Populism in the late 19th and early 20th centuries (e.g., People's Party, merger with the Democratic Party in 1896) [SSHS.USII.1.5.B](#)
 - c. Analyze the influence of Populism on politics and social conditions and argue the legacy of that movement [SSHS.USII.1.5.C](#)
- 6. Argue how and why the United States emerged as a global power in the early 20th century. [SSHS.USII.1.6](#)
 - a. Explain the rationale for and conditions of the Spanish-American War, and analyze its outcomes [SSHS.USII.1.6.A](#)
 - b. Analyze United States foreign policies of expansion in the late 19th and early 20th centuries (e.g., Roosevelt Corollary, "Big Stick" ideology), and argue their impacts [SSHS.USII.1.6.B](#)
 - c. Analyze U.S. foreign policy at home in the U.S., and argue the impacts [SSHS.USII.1.6.C](#)
 - d. Analyze U.S. foreign policy on relations with other countries, and argue the impacts [SSHS.USII.1.6.D](#)
- 1. Argue how Progressive reform socially and economically impacted the lives of people in the United States. [SSHS.USII.2.1](#)

- a. Identify the backgrounds, and analyze the perspectives of individuals and groups of the Progressive Era (e.g., Theodore Roosevelt, Jane Addams, Ida Tarbell, Upton Sinclair, Woodrow Wilson) and argue the impact of the role(s) they fulfilled [SSHS.USII.2.1.A](#)
 - b. Analyze ways in which figures and groups of Progressives used their power to bring about change [SSHS.USII.2.1.B](#)
 - c. Analyze the changes in rules and laws related to labor and the workplace because of the Progressive movement (e.g., child labor laws, safer working conditions, 8-hour workday), and argue their social and economic impacts [SSHS.USII.2.1.C](#)
 - d. Analyze changes in the relationship between producers and consumers during the Progressive Era (e.g., Pure Food and Drug Act, Federal Meat Inspection Act), and argue their social and economic impacts [SSHS.USII.2.1.D](#)
 - e. Analyze events from the Progressive Era, and argue the impact they had on the lives of individuals and different groups in society (e.g., changes to the education system, development of parks and playgrounds, expansion of LGBTQIA+ communities) [SSHS.USII.2.1.E](#)
2. Argue the impacts of civil rights activism during the Progressive Era on improving Black Americans' lives. [SSHS.USII.2.2](#)
 - a. Identify the backgrounds, and analyze the perspectives of civil rights leaders during the Progressive Era (e.g., George Washington Carver and the Atlanta Compromise speech, W.E.B. Du Bois and "double consciousness," Ida B. Wells and anti-lynching), and argue the impacts of the role(s) they fulfilled [SSHS.USII.2.2.A](#)
 - b. Analyze the ways in which Progressive civil rights leaders used their power to bring about change (e.g., Tuskegee Institute, Anti-Lynching Campaign, Niagara Movement and National Association for Advancement of Colored People, National Urban League), and argue their effectiveness [SSHS.USII.2.2.B](#)
 - c. Analyze the ways white Americans responded to the civil rights movement (e.g., rise of the KKK, Plessy v. Ferguson 1896, Red Summer 1919, Tulsa Race Massacre 1921), and argue how those responses impacted the movement [SSHS.USII.2.2.C](#)
3. Argue the impacts of woman suffrage activism during the Progressive Era on the passage of the 19th Amendment. [SSHS.USII.2.3](#)
 - a. Analyze the legacies of the woman suffrage movement before the Civil War, and argue its impact on the road to suffrage [SSHS.USII.2.3.A](#)
 - b. Identify the backgrounds, analyze the perspectives of people and organizations for and against woman suffrage (e.g., Elizabeth Cady Stanton, Susan B. Anthony, National Woman's Party, Woman's Anti-Suffrage Association, National Association Opposed to Woman Suffrage), and argue the impacts of the role(s) they played [SSHS.USII.2.3.B](#)
 - c. Analyze the strategies suffragists used to gain woman suffrage (e.g., pamphlets, protests, conventions), and argue their impacts [SSHS.USII.2.3.C](#)

- d. Identify the states that began to extend suffrage to women (e.g., Illinois 1913, Rhode Island 1917), and argue the impacts of ratification of the 19th Amendment [SSHS.USII.2.3.D](#)
 - e. Explain why some women were left out of suffrage despite the 19th Amendment (e.g., Indigenous people were not considered citizens until 1924; gerrymandering, poll taxes, and voting exams prevented many Americans of color from voting until the Voting Rights Act of 1965) [SSHS.USII.2.3.E](#)
- 4. Argue the impact of America's shift from isolationism to involvement in World War I. [SSHS.USII.2.4](#)
 - a. Explain the rationale for and analyze the conditions leading to World War I (e.g., expansionism, nationalism, alliances) [SSHS.USII.2.4.A](#)
 - b. Analyze the response by Americans and the U.S. government to the genocide of Armenians during this time, and argue the lasting impacts to the people and communities involved [SSHS.USII.2.4.B](#)
 - c. Explain the rationale for and analyze the conditions leading to the U.S. involvement in World War I (e.g., submarine attacks on merchant ships, sinking of the Lusitania, Zimmerman Telegram) [SSHS.USII.2.4.C](#)
 - d. Analyze differing perspectives about America's involvement in World War I, and argue the impacts of those perspectives [SSHS.USII.2.4.D](#)
- 5. Argue how America's regulation of the home front impacted Americans during World War I. [SSHS.USII.2.5](#)
 - a. Analyze the efficacy of federal powers to mobilize for war (e.g., regulating the economy, selective service), and argue the impact these actions had [SSHS.USII.2.5.A](#)
 - b. Analyze ways people were impacted by America's involvement in WWI (e.g., home effort, extreme nativism, racial backlash against Black servicemen) and how they and the federal government responded (e.g., draft administration, Espionage and Sedition Acts) [SSHS.USII.2.5.B](#)
 - c. Analyze the efficacy of methods the U.S. used to fund the war (e.g., Liberty Bonds, War Revenue Acts), and argue the impacts these methods had on individuals and groups [SSHS.USII.2.5.C](#)
 - d. Explain the rationale for and analyze the attempts to corral public opinion (e.g., Committee on Public Information, Schenck v. United States), and argue the impacts of those attempts [SSHS.USII.2.5.D](#)
- 6. Argue the impact of the emergence of the United States as a dominant global power. [SSHS.USII.2.6](#)
 - a. Explain the components of Wilson's idea of national self-determination [SSHS.USII.2.6.A](#)
 - b. Analyze the arguments for and against the U.S. joining the League of Nations, and argue how different groups of people were impacted both short- and long-term after joining [SSHS.USII.2.6.B](#)
 - c. Analyze how World War I changed America's global standing in the world and the ways America responded [SSHS.USII.2.6.C](#)

- d. Analyze the changes World War I had on American global policy [SSHS.USII.2.6.D](#)
 - e. Analyze the rationale for and argue the implications of the U.S.'s position of isolationism and protectionism [SSHS.USII.2.6.E](#)
 - f. Analyze the global economic impact of the World War I [SSHS.USII.2.6.F](#)
1. Argue how cultural and migratory shifts at the end of World War I impacted society and changed the demographic and cultural landscape of the nation. [SSHS.USII.3.1](#)
 - a. Explain the reasons individuals and groups migrated to more populated areas during the 1920s (e.g., technological advances such as plumbing, sewers, and electricity) [SSHS.USII.3.1.A](#)
 - b. Analyze ways that municipalities responded to the influx of individuals and groups, and argue the impact these approaches had [SSHS.USII.3.1.B](#)
 - c. Explain the differences and shifts in political, social, and/or cultural values during the 1920s, and analyze the impact these shifts had on society (e.g., Scopes Trial, flappers, Prohibition) [SSHS.USII.3.1.C](#)
 - d. Analyze varying perspectives on immigration and diversity during the 1920s (e.g., Red Scare, Ku Klux Klan, Sacco and Vanzetti trial, Asian Exclusion Act, National Origins Quota Act), and argue the impacts on society [SSHS.USII.3.1.D](#)
 - e. Analyze the range of lived experiences of Black Americans during the 1920s (e.g., Great Migration, Pan-Africanism, "New Negro" movement) [SSHS.USII.3.1.E](#)
 - f. Analyze the characteristics and identify leading figures of the Harlem Renaissance (e.g., Zora Neale Hurston, Langston Hughes), and argue how the movement impacted society in New York City and beyond [SSHS.USII.3.1.F](#)
 2. Argue how and why the Great Depression impacted the United States politically, socially, and economically. [SSHS.USII.3.2](#)
 - a. Analyze the ways World War I affected farmers and agriculture in America [SSHS.USII.3.2.A](#)
 - b. Analyze the burdens that existed for people when they lost employment (e.g., no unemployment pay, low percentage of married women in the workforce, business policies such as "last hired, first fired"), and argue how different groups were impacted [SSHS.USII.3.2.B](#)
 - c. Explain the system of credit in the early 20th century, analyze its impact on Americans, and argue who benefited from this system [SSHS.USII.3.2.C](#)
 - d. Analyze how the stock market operated in the 1920s and factors that contributed to the stock market crash of 1929 (e.g., buying on margin, excess bank loans) [SSHS.USII.3.2.D](#)
 - e. Argue the impacts of the Great Depression, and the ways individuals and groups responded (e.g., Hoovervilles, Bonus Army, westward migration due to the Dust Bowl) [SSHS.USII.3.2.E](#)

- f. Analyze the political ideologies related to addressing the Great Depression [SSHS.USII.3.2.F](#)
 - g. Analyze the ways that the federal government responded to the Great Depression (e.g., National Credit Corporation, Smoot-Hawley Tariff, Federal Home Loan Bank Act, Emergency Relief and Construction Act), and argue the extent to which responses were successful and for whom [SSHS.USII.3.2.G](#)
3. Argue how the New Deal's shift from relief and recovery to long term economic reform impacted the Great Depression. [SSHS.USII.3.3](#)
 - a. Explain the rationale for, and analyze the actions taken during the first New Deal (e.g., First Hundred Days, Emergency Banking Act) [SSHS.USII.3.3.A](#)
 - b. Analyze the reactions to the First Hundred Days (e.g., popular responses, Supreme Court challenges) [SSHS.USII.3.3.B](#)
 - c. Explain the rationale for, and analyze the actions taken during the second New Deal (e.g., Social Security, the National Labor Relations Act) [SSHS.USII.3.3.C](#)
 - d. Analyze the reactions to the second New Deal (e.g., policy changes, political shifts, Southern Tenant Farmers Union), and argue the short- and long-term social and economic impacts [SSHS.USII.3.3.D](#)
 1. Analyze the United States' attempts to remain isolated from global crises and the reasons for its eventual involvement in World War II. [SSHS.USII.4.1](#)
 - a. Explain the rationale for, and analyze the policies related to isolationism and internationalism in the United States (e.g., London Conference of 1933, Good Neighbor policy, Neutrality Acts, Lend-Lease Act), and argue how those policies affected society [SSHS.USII.4.1.A](#)
 - b. Analyze the impact of factors leading to WWII (e.g., Treaty of Versailles, failure of appeasement, rise of fascism in Germany, Italy, and Japan) [SSHS.USII.4.1.B](#)
 - c. Analyze the ideologies and conditions leading to the Nazi racial state [SSHS.USII.4.1.C](#)
 - d. Explain the conditions of and factors leading to the United States entering WWII (e.g., Pearl Harbor, German militarism) [SSHS.USII.4.1.D](#)
 2. Argue how World War II impacted different groups of people in the United States. [SSHS.USII.4.2](#)
 - a. Analyze demographic changes in the United States during World War II [SSHS.USII.4.2.A](#)
 - b. Explain ways individuals and groups responded to the impacts of World War II [SSHS.USII.4.2.B](#)
 - c. Analyze ways labor needs were addressed during World War II (e.g., Bracero Program, more women joining the workforce) [SSHS.USII.4.2.C](#)
 - d. Analyze the status of Black Americans in society during World War II, and argue what conditions led to the Double V campaign [SSHS.USII.4.2.D](#)
 - e. Analyze the rationale for Japanese internment policies World War II, and argue the short- and long-term impacts of those policies on Japanese

communities [SSHS.USII.4.2.E](#)

3. Argue how military actions and the experiences of American and Allied soldiers in Asia and Europe during World War II affected the course and participants of the War. [SSHS.USII.4.3](#)
 - a. Explain the conditions of and actions taken by the U.S. military in Asia and Europe during World War II [SSHS.USII.4.3.A](#)
 - b. Explain the milestones and events of U.S. involvement in Asia during World War II (e.g., Battle of Midway, atomic bomb on Hiroshima), and argue the impact of that involvement [SSHS.USII.4.3.B](#)
 - c. Explain the milestones and events, of U.S. involvement in Europe during World War II (e.g., Battle of the Bulge, liberation of concentration camps, V-E Day), and argue the impact of that involvement [SSHS.USII.4.3.C](#)
 - d. Analyze the experiences of U.S. soldiers from different cultures and backgrounds during World War II (e.g., Navajo Code Talkers, Filipino soldiers, Tuskegee Airmen, 442nd Regimental Combat team), and argue the impacts of the war on soldiers [SSHS.USII.4.3.D](#)
4. Argue the lasting effects of the causes, results, and response to the Holocaust. [SSHS.USII.4.4](#)
 - a. Identify the characteristics of, and analyze the factors that gave rise to Nazi racial ideology [SSHS.USII.4.4.A](#)
 - b. Explain the events, and analyze the ideologies that led to the Holocaust [SSHS.USII.4.4.B](#)
 - c. Analyze the responses to Nazi expansionism and the Holocaust across Europe and the U.S. government, and argue the lasting impacts to the people and communities involved [SSHS.USII.4.4.C](#)
1. Argue how the political, economic, and ideological differences between the United States and the Soviet Union affected global policies. [SSHS.USII.5.1](#)
 - a. Analyze the experiences of Soviets during World War II, and argue how those experiences impacted later policy [SSHS.USII.5.1.A](#)
 - b. Analyze the differences between American and Soviet goals and actions after World War II [SSHS.USII.5.1.B](#)
 - c. Argue how the atomic bomb impacted American and Soviet relationships, policies, and actions [SSHS.USII.5.1.C](#)
 - d. Analyze the reactions to the aftermath of World War II (e.g., United Nations, Warsaw Pact, NATO) [SSHS.USII.5.1.D](#)
2. Argue the ways the Cold War and the fear of Communism affected Americans and domestic and foreign policy of the United States. [SSHS.USII.5.2](#)
 - a. Explain the rationale for and actions taken in U.S. foreign policy (e.g., domino theory, creation of the National Security Council 1947) [SSHS.USII.5.2.A](#)
 - b. Analyze U.S. foreign policy in reaction to the rise of communism (e.g., "cold war," Korean conflict, arms race), and argue the impact of those policies [SSHS.USII.5.2.B](#)

- c. Analyze the ways the Cold War influenced domestic policies in the United States (e.g., Federal Loyalty Oath, "lavender scares," HUAC, rise of McCarthyism, domestic containment), and argue the impact of those policies [SSHS.USII.5.2.C](#)
 - d. Analyze the ways the Cold War influenced domestic culture (e.g., "atomic culture," depictions in art, movies, literature) [SSHS.USII.5.2.D](#)
 - e. Analyze the ideas, beliefs, and tensions that defined society in the United States during the Cold War years (e.g., generational conflicts, juvenile delinquency, conformity), identify individuals and groups involved (e.g., Beat writers such as Kerouac, Ginsberg, Kaufman, and Cassady), and argue how these cultural shifts impacted the lives of people [SSHS.USII.5.2.E](#)
3. Argue how the ways the economy changed after World War II affected different individuals and groups. [SSHS.USII.5.3](#)
 - a. Identify the defining characteristics of, and analyze the key differences between the war economy during WWII and the consumer economy that followed, and argue the impacts on middle-class life [SSHS.USII.5.3.A](#)
 - b. Analyze the characteristics of suburbanization in the 1940s and the factors influencing this movement, including federal and local policies (e.g., William Levitt Towns, redlining, white flight) [SSHS.USII.5.3.B](#)
 - c. Argue the impacts mass migration to the suburbs had on different groups (e.g., isolation of women, northern segregation, voting patterns) [SSHS.USII.5.3.C](#)
 - d. Analyze the influences of the Baby Boom on individuals and different groups [SSHS.USII.5.3.D](#)
 4. Argue the ways actions taken by the United States during the Cold War impacted nations around the world. [SSHS.USII.5.4](#)
 - a. Explain the rationale for, and analyze the actions taken by the United States during the Cold War (e.g., Marshall Plan, Truman Doctrine), and argue the impacts of those policies and actions [SSHS.USII.5.4.A](#)
 - b. Analyze U.S. and Soviet actions in African, Asia, and South America, and argue the impacts of those actions [SSHS.USII.5.4.B](#)
 - c. Analyze the conditions, and argue the impacts of proxy wars (e.g., decolonization efforts, Cuban missile crisis) on those involved [SSHS.USII.5.4.C](#)
 1. Argue the ways legal and social actions for and against civil rights affected the lives of Black Americans before the Civil Rights Act of 1964. [SSHS.USII.6.1](#)
 - a. Analyze the responses of Truman and Eisenhower to increasing civil rights concerns following World War II (e.g., Executive Order 9981, appointment of Herbert Brownell to Attorney General and Earl Warren as Chief Justice of the Supreme Court) [SSHS.USII.6.1.A](#)
 - b. Explain the rationale for, and analyze the actions taken by the NAACP and other groups toward segregation policies and actions [SSHS.USII.6.1.B](#)

- c. Argue the impacts and legacy of the Brown v. Board of Education case [SSHS.USII.6.1.C](#)
 - d. Analyze the types of racial segregation and racial oppression in the United States leading up to the Civil Rights Act, and argue the impacts on individuals and groups, particularly Black Americans [SSHS.USII.6.1.D](#)
 - e. Analyze goals, strategies, and tactics of leading Civil Rights opponents during the Civil Rights Movement (e.g., the murders of Emmett Till, James Chaney, Michael Schwerner, and Andrew Goodman, the Reverse Freedom Rides, violence to churches and communities, Bloody Sunday), and argue how they affected the movement [SSHS.USII.6.1.E](#)
 - f. Explain the experiences of Black Americans through time, including in Northern states such as Rhode Island (e.g., George T. Downing, Eleanor Eldridge, Snowtown and Hardscrabble, fair housing, fair employment) [SSHS.USII.6.1.F](#)
2. Argue the ways individuals and groups impacted the movement for the fight for civil rights in the 1950s and 1960s and how those impacts continue to have lasting global social, political, and economic effects. [SSHS.USII.6.2](#)
- a. Identify the people (e.g., A. Philip Randolph, Jr., Jo Ann Robinson, Rosa Parks, Ella Baker, Fannie Lou Hamer), analyze the actions (e.g., Greensboro sit-ins 1960, Freedom Rides 1961, Freedom Summer 1964, freedom schools) of civil rights leaders and organizations during the Civil Rights Movement of the 1950s and 1960s, and argue how they impacted the movement [SSHS.USII.6.2.A](#)
 - b. Analyze the similarities and differences among goals of civil rights leaders (e.g., Malcolm X, Dr. Martin Luther King, Jr., Black nationalism, Pan-Africanism, Black Panthers), and argue the ways their different approaches impacted the movement [SSHS.USII.6.2.B](#)
 - c. Argue the impacts of organizations and groups that supported the Civil Rights Movement (e.g., Student Nonviolent Coordinating Committee, NAACP, Congress of Racial Equality, Southern Christian Leadership Conference) [SSHS.USII.6.2.C](#)
 - d. Analyze the contributions of individuals and groups in Rhode Island during the Civil Rights Movement of the 1950s and 1960s (e.g., Irving J. Fain, Providence Urban League, Citizens United for a Fair Housing Law), and argue how they impacted the movement in Rhode Island and beyond [SSHS.USII.6.2.D](#)
 - e. Explain the rationale for, analyze the elements of, and argue the short- and long-term impacts of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 [SSHS.USII.6.2.E](#)
3. Argue the reasons why many civil rights movements emerged in the 1960s and 1970s and the ways they impacted society and culture. [SSHS.USII.6.3](#)
- a. Analyze the factors contributing to civil rights movements in the 1960s and 70s [SSHS.USII.6.3.A](#)
 - b. Explain the characteristics, and analyze the perspectives of the civil rights movements in the 1960s and 1970s (e.g., Black Power movement, Women's

4. Argue the ways the proliferation of online interactions both benefits global interconnectedness and contributes to the American political divide. **SSHS.USII.8.4**
 - a. Explain the history and evolution of the internet and social media **SSHS.USII.8.4.A**
 - b. Argue the impacts that the internet and social media have on individuals and groups in society **SSHS.USII.8.4.B**
 - c. Analyze the relationship between the internet and disinformation, and argue who benefits **SSHS.USII.8.4.C**

World History I: Ancient to Medieval

1. Analyze the development and characteristics of early civilizations. **SSHS.WHI.1.1**
 - a. Explain developments in life and culture. (e.g., Hunter-Gatherer, Nomadic, permanent civilization) **SSHS.WHI.1.1.A**
 - b. Analyze the cultural characteristics of civilization (e.g., government, language, religion, art, architecture, social structure, job specialization, major cities) **SSHS.WHI.1.1.B**
 - c. Analyze the different ways we know about the past (e.g., archaeology, written and historical records, oral traditions, cultural mythologies, documentation by explorers and travelers, ethnologies), and argue the importance of understanding associated biases **SSHS.WHI.1.1.C**
2. Argue the influences geography and changes in life and culture had on the development and advancement of early river valley civilizations. **SSHS.WHI.1.2**
 - a. Identify the location of early civilizations along river valleys (e.g., Mesopotamia, Old Kingdom Egypt, Indus Valley, Yellow and Yangtze River basin), and analyze the relationships of and interactions between civilizations and their environment to meet their needs **SSHS.WHI.1.2.A**
 - b. Explain the use of advanced farming techniques (e.g., irrigation, the domestication of animals) **SSHS.WHI.1.2.B**
 - c. Analyze characteristics of the Neolithic Revolution (e.g., food surplus, specialized jobs, systems of government, religion, art, technology), and argue how these advances impacted the further development of river valley civilizations **SSHS.WHI.1.2.C**
3. Argue the impacts of the social, political, and economic characteristics that developed in civilizations in early Mesopotamia and the achievements that came from those developments. **SSHS.WHI.1.3**
 - a. Identify the location of Mesopotamian civilizations (e.g., Sumerian, Akkadian, Babylonian, Hittite, Assyrian, Chaldean), and argue the impact geography and environment had on those societies **SSHS.WHI.1.3.A**
 - b. Analyze the distinction between social classes within Mesopotamian and Babylonian societies, and argue how different groups of people were impacted by the social classes **SSHS.WHI.1.3.B**

- c. Analyze the creation of governments and laws (e.g., Code of Hammurabi, Code of Ur-Nammu), and argue their influences socially, economically, and politically [SSHS.WHI.1.3.C](#)
 - d. Explain the development of advanced art and inventions (e.g., metalworking, architecture, the wheel, Babylonian mathematics) [SSHS.WHI.1.3.D](#)
 - e. Explain the development and role of religion within Mesopotamian societies [SSHS.WHI.1.3.E](#)
 - f. Identify the locations, and explain the chronological timeline of the creation and spread of Judaism, including the role of the Hebrews [SSHS.WHI.1.3.F](#)
 - g. Identify the location of nearby ancient civilizations of the Fertile Crescent, and explain their contributions to the development of civilization and the ways they interacted with each other (e.g., Phoenician alphabet) [SSHS.WHI.1.3.G](#)
4. Argue the impacts of the social, political, and economic characteristics that developed in the Egyptian civilization and the achievements that came from those developments. [SSHS.WHI.1.4](#)
- a. Identify the location of Egyptian civilizations, and argue the impact of the geography on that society [SSHS.WHI.1.4.A](#)
 - b. Analyze the distinctions between social classes within Egyptian society, and argue who benefited from those distinctions [SSHS.WHI.1.4.B](#)
 - c. Analyze the Egyptian government by divine kingship, and argue the social, political, and economic influences on society [SSHS.WHI.1.4.C](#)
 - d. Explain the development and role of religion within Egyptian society [SSHS.WHI.1.4.D](#)
 - e. Analyze the impact of language development through hieroglyphics [SSHS.WHI.1.4.E](#)
 - f. Explain the development of advanced art and trade routes (e.g., the Egyptian Pyramids, trade throughout the Fertile Crescent) [SSHS.WHI.1.4.F](#)
1. Argue the influences geography and resources had on the development and advancements in early Indian civilizations. [SSHS.WHI.2.1](#)
- a. Identify the location and geographic features of India [SSHS.WHI.2.1.A](#)
 - b. Argue the impact of geographic features on the development of culture and economy, including the early river valley civilizations in the Indus Valley [SSHS.WHI.2.1.B](#)
 - c. Analyze the impact of geographic features on the expansion and limitations of Indian civilizations [SSHS.WHI.2.1.C](#)
 - d. Analyze the relationships between the needs of a society and the availability of resources, and argue the influence on the development of new technology (e.g., complex irrigation systems, tracking and utilization of natural weather occurrences like flooding) [SSHS.WHI.2.1.D](#)
 - e. Explain the development of job specialization and trading [SSHS.WHI.2.1.E](#)

2. Argue the role religion had on cultural and political developments in ancient India. **SSHS.WHI.2.2**
 - a. Analyze the relationships between caste groups (e.g., Brahmin, Kshatriyas, Vaishyas, Sudras), and argue the impact on society and who benefited **SSHS.WHI.2.2.A**
 - b. Analyze the individual jobs, wealth, and access to resources based on caste distinction **SSHS.WHI.2.2.B**
 - c. Analyze the development of social standards through Hindu beliefs (e.g., Samsara, Karma, Dharma) **SSHS.WHI.2.2.C**
 - d. Argue the impact Hinduism had on the maintenance of the rigidity of the caste system **SSHS.WHI.2.2.D**
 - e. Argue the impact Hinduism had on the development of city-states and empires **SSHS.WHI.2.2.E**
 - f. Analyze the development of Buddhism and the Eightfold path **SSHS.WHI.2.2.F**
 - g. Analyze the similarities and differences between the practices and ideas of Hinduism and Buddhism (e.g., perspectives on god, morality, human nature) **SSHS.WHI.2.2.G**
3. Argue the impact of technological achievements during the Gupta Golden Age on political, social, and economic developments in ancient India and on modern history. **SSHS.WHI.2.3**
 - a. Analyze military, social, and economic developments during the Gupta Golden Age **SSHS.WHI.2.3.A**
 - b. Analyze the development of advanced technology (e.g., sewer and drainage systems, wind catchers, roadways, infrastructure), and argue how they impacted the way civilizations survived and expanded and the importance of this technology on modern life **SSHS.WHI.2.3.B**
 - c. Explain ways that the availability of resources encouraged trade and cultural diffusion **SSHS.WHI.2.3.C**
 - d. Explain the ways innovations such as currency and taxes led to a more stable economic structure **SSHS.WHI.2.3.D**
4. Argue the influences geography and resources had on the development and advancements of early civilizations in China. **SSHS.WHI.2.4**
 - a. Identify the location and geographic features of China **SSHS.WHI.2.4.A**
 - b. Argue the impact of geographic features on the development of culture and economy, including the early river valley civilizations **SSHS.WHI.2.4.B**
 - c. Analyze the impact of geographic features on the expansion and limitations of Chinese civilizations **SSHS.WHI.2.4.C**
 - d. Analyze the impact of the relationships between the needs of a society and the availability of resources, and argue the influence on the development of new technology (e.g., complex irrigation systems like the dragon backbone pump) **SSHS.WHI.2.4.D**

- e. Explain the development of job specialization and trading [SSHS.WHI.2.4.E](#)
- 5. Argue the impact that Confucianism had on the development and structure of Chinese government. [SSHS.WHI.2.5](#)
 - a. Analyze the impact the concept of dynasties and the Mandate of Heaven had on the structure of government [SSHS.WHI.2.5.A](#)
 - b. Analyze the development of civil service programs and how it allowed for a variety of individuals to hold office in government, and argue who benefited [SSHS.WHI.2.5.B](#)
 - c. Explain the political focus on the military during the dynasties, and argue its influence on the development of warfare defense tactics and technology [SSHS.WHI.2.5.C](#)
 - d. Analyze the influence of Confucianism on understanding the government's role in society, and argue who benefited [SSHS.WHI.2.5.D](#)
 - e. Analyze the impact of the relationships between social classes, and argue who benefited [SSHS.WHI.2.5.E](#)
- 6. Argue how the shift of religious and philosophical beliefs and practices in ancient China influenced its social and political structure [SSHS.WHI.2.6](#)
 - a. Analyze the beliefs and practices associated Taoism, Confucianism, and the ways Buddhism in China differed from original Buddhist teachings [SSHS.WHI.2.6.A](#)
 - b. Analyze the shift in cultural beliefs, and argue how that encouraged social unity [SSHS.WHI.2.6.B](#)
 - c. Argue influences of religious and philosophical beliefs on government structure and practices [SSHS.WHI.2.6.C](#)
 - d. Explain the intersectional relationships between religious, philosophical, and social values developed through Confucianism and Taoism [SSHS.WHI.2.6.D](#)
 - e. Analyze legalism, and argue its impact on other philosophies such as Confucianism and Chinese society as a whole [SSHS.WHI.2.6.E](#)
- 7. Argue the social, political, and economic influences that the ancient Chinese dynasties had on the achievements and advancements of modern history. [SSHS.WHI.2.7](#)
 - a. Explain the characteristics of a Golden Age (e.g., innovations in art, science, technology, a time of prosperity and achievements) [SSHS.WHI.2.7.A](#)
 - b. Explain the inventions from the Han Dynasty (e.g., medicine, paper, compass), and argue their influence on the development of Chinese culture and their lasting impacts throughout history [SSHS.WHI.2.7.B](#)
 - c. Argue the impact of trade on the expansion of empires, and development of a stable economy (e.g., Silk Road, Tea Horse Road) [SSHS.WHI.2.7.C](#)
 - d. Identify the other dynasties (e.g., Qin, Jin, Sui, Tang) that contributed to the advancements and developments of civilization, and argue the impacts of those contributions [SSHS.WHI.2.7.D](#)

1. Argue the influences geography and resources had on the development and advancements of early Greek civilizations. **SSHS.WHI.3.1**
 - a. Identify the locations of the Greek civilizations and geographic features **SSHS.WHI.3.1.A**
 - b. Argue the impact of geographic features on the economic and political development of Greek civilizations **SSHS.WHI.3.1.B**
 - c. Explain the relationship between geographic location near major water sources and trade and expansion **SSHS.WHI.3.1.C**
 - d. Argue the impact that geographic features (e.g., rocky soil, mountains, islands) had on agriculture and the development of a trade economy and isolated city-states **SSHS.WHI.3.1.D**
2. Argue the impacts the development of different social and political structures among Greek city states had on societies. **SSHS.WHI.3.2**
 - a. Analyze the differences between the political structure of Athens and Sparta **SSHS.WHI.3.2.A**
 - b. Analyze the social differences among Greek city-states, and argue who benefited **SSHS.WHI.3.2.B**
 - c. Analyze the similarities and differences between the role and involvement of women in Greek city-states **SSHS.WHI.3.2.C**
 - d. Analyze the relationship between leadership and cultural structures and well-functioning and advanced societies **SSHS.WHI.3.2.D**
 - e. Analyze the relationships between social classes and the differences among city-states (e.g., male citizens, laborers, women, children, enslaved), and argue who benefited **SSHS.WHI.3.2.E**
 - f. Argue the impact of expanding empires and differing social and political ideas on conflict and shifting power (e.g., Trojan War, Persian War, Peloponnesian War) **SSHS.WHI.3.2.F**
3. Argue the impacts major social and technological innovations of ancient Greece had throughout history. **SSHS.WHI.3.3**
 - a. Analyze major developments in art, literature, and philosophy, and argue their lasting impacts throughout history **SSHS.WHI.3.3.A**
 - b. Analyze major developments in mathematics, medicine, and architecture, and argue their lasting impacts **SSHS.WHI.3.3.B**
 - c. Identify the location, and explain the characteristics of the Persian Empire **SSHS.WHI.3.3.C**
 - d. Argue the impact Alexander the Great had on political, economic, and social elements of Macedonia and surrounding areas **SSHS.WHI.3.3.D**
4. Argue the influences geography and resources had on the social, political, and economic developments of ancient Roman civilizations. **SSHS.WHI.3.4**
 - a. Identify the locations of the Roman Empire and its geological features **SSHS.WHI.3.4.A**

- c. Argue the impact of expansion of an empire on cultural diffusion and economic success and its effects on political and social instability **SSHS.WHI.3.7.C**
 - d. Identify the location, and explain the continuation of the Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire **SSHS.WHI.3.7.D**
 - e. Argue the impact of Constantine and Justinian's rule on the Eastern Roman Empire **SSHS.WHI.3.7.E**
 - f. Explain Eastern Roman use of Western Roman intellectual and technological achievements **SSHS.WHI.3.7.F**
1. Islam and the role of Muhammad Argue the impact of the prophet Muhammed on the development and expansion of the religion of Islam and its practices. **SSHS.WHI.4.1**
 - a. Analyze the expansion of Arab civilizations and the expansion of Islamic ideas **SSHS.WHI.4.1.A**
 - b. Analyze the social responsibilities and expectations of Muslims established by the Five Pillars **SSHS.WHI.4.1.B**
 - c. Analyze social and personal values and beliefs established by the holy books the Qur'an and Hadith **SSHS.WHI.4.1.C**
 - d. Argue the impact the prophet Muhammad had on the development of Islamic beliefs and political structure **SSHS.WHI.4.1.D**
 - e. Explain similarities and differences in the beliefs and practices of Judaism, Christianity, and Islam **SSHS.WHI.4.1.E**
 2. Argue how geographic and political influences led the Islamic Empire to gain and maintain power. **SSHS.WHI.4.2**
 - a. Analyze the relationship between geographic features and the expansion of trade networks, and argue its influence on political power **SSHS.WHI.4.2.A**
 - b. Analyze the relationship between religion and expansionist efforts **SSHS.WHI.4.2.B**
 - c. Analyze the relationship between military campaigns, political and social changes, and the expansion of Islamic ideas, and argue who benefited **SSHS.WHI.4.2.C**
 - d. Analyze the relationship between political and military leadership and law and order throughout the empires, and argue who benefited from that relationship **SSHS.WHI.4.2.D**
 3. Argue how the sources of power and structure within Islamic government impacted the Arab territories in Western Asia (Middle East), the Mediterranean, and northern Africa socially, economically, and politically. **SSHS.WHI.4.3**
 - a. Identify the characteristics of Caliphs (e.g., pious, courageous, knowledgeable, male), and explain their role in government **SSHS.WHI.4.3.A**
 - b. Explain the relationship between standardized political practices (e.g., taxes, language, government structure) and centralized

- government [SSHS.WHI.4.3.B](#)
- c. Argue the impact the Islamic government had on conquered territories [SSHS.WHI.4.3.C](#)
 - d. Analyze the social, political, and economic differences between Muslim and non-Muslim individuals' experiences [SSHS.WHI.4.3.D](#)
4. Argue how the differences in perspectives that led to the Sunni/Shia split impacted the Islamic faith. [SSHS.WHI.4.4](#)
- a. Analyze the differences in perspectives on who was the successor to the prophet Muhammad (e.g., Shia, Sunni), and argue the impacts of those perspectives [SSHS.WHI.4.4.A](#)
 - b. Identify conflicts and struggles for power caused by the Sunni/Shia divide [SSHS.WHI.4.4.B](#)
 - c. Argue the impacts the differences of ideas had and continues to have on long-standing conflicts and divides in Western Asia (Middle East) [SSHS.WHI.4.4.C](#)
5. Argue immediate and lasting cultural, intellectual, scientific, and technological impacts left by the Islamic Golden Age and what led to its eventual loss of power. [SSHS.WHI.4.5](#)
- a. Explain the relationship between architecture and Islamic rule [SSHS.WHI.4.5.A](#)
 - b. Analyze the conditions of the Abbasid Caliphate and the Islamic Golden Age, and argue how that led to stability, prosperity, and innovations [SSHS.WHI.4.5.B](#)
 - c. Explain the role the geographic position of the Abbasid Caliphate had in cultural diffusion and wealth [SSHS.WHI.4.5.C](#)
 - d. Analyze the developments in science, education, innovations, and ideas, and argue who benefited from those developments [SSHS.WHI.4.5.D](#)
 - e. Analyze the similarities and differences between the Islamic Golden Age and other Golden Ages (e.g., Tang, Song, Mongol) [SSHS.WHI.4.5.E](#)
 - f. Analyze overexpansion and military defeats, and argue how they led to the loss of power within the Islamic Empire [SSHS.WHI.4.5.F](#)
1. Argue how the geography of Sub-Saharan Africa impacted settlement, trade, and the diffusion of ideas and resources. [SSHS.WHI.5.1](#)
- a. Identify the location and explain the geography of early African civilizations in the sub-Saharan region [SSHS.WHI.5.1.A](#)
 - b. Analyze the movement of early African civilizations, and argue the how lack of resources and conflict led to migration and the subsequent diversity of settlement patterns and communities throughout Africa [SSHS.WHI.5.1.B](#)
 - c. Argue the influences geography also had on migration [SSHS.WHI.5.1.C](#)
 - d. Analyze the relationship between the need for resources and the development of expansive trade networks [SSHS.WHI.5.1.D](#)

- e. Argue how extensive trade networks led to the diffusion of ideas [SSHS.WHI.5.1.E](#)
2. Argue how social, political, cultural, and economic developments of African kingdoms led to their prosperity and economic wealth. [SSHS.WHI.5.2](#)
 - a. Analyze the relationships between transregional trade routes and the development of political states [SSHS.WHI.5.2.A](#)
 - b. Identify the locations of African kingdoms, and explain their social and cultural characteristics and political structures [SSHS.WHI.5.2.B](#)
 - c. Argue the influences complex language (e.g., Bantu languages), cultural diffusion, innovation, and resources had on the prosperity and wealth of Africa [SSHS.WHI.5.2.C](#)
 - d. Analyze the spread of beliefs and religion throughout Africa, Asia, and Europe [SSHS.WHI.5.2.D](#)
 - e. Analyze complex trade for resources (e.g., cattle, gold, copper) and technology throughout African kingdoms, and argue the impact of that trade on the economic success of Great Zimbabwe [SSHS.WHI.5.2.E](#)
 - f. Analyze the development of architecture, art, and luxury items, and argue how their development was influenced by economic success [SSHS.WHI.5.2.F](#)
3. Argue the impact Mansa Musa and the Kingdom of Mali had on cultural, technological, and economic developments throughout Africa. [SSHS.WHI.5.3](#)
 - a. Identify the location of influential trading sites (e.g., Ghana, Timbuktu, Mali), and explain how those locations led to the development of economics and power [SSHS.WHI.5.3.A](#)
 - b. Analyze the leadership of Mansa Musa, and argue what impacts his rulership had on African kingdoms [SSHS.WHI.5.3.B](#)
 - c. Analyze the abundance of natural resources (e.g., salt, gold) in the area, and argue the impact they had on the spread of wealth and who benefited from that wealth [SSHS.WHI.5.3.C](#)
 - d. Analyze the development of urban areas, infrastructure, and educational establishments, and argue who benefited from those developments [SSHS.WHI.5.3.D](#)
4. Argue the social and political effects the spread of Islam had on African kingdoms. [SSHS.WHI.5.4](#)
 - a. Argue the influence cultural diffusion and trade had on the development of religious practices and beliefs [SSHS.WHI.5.4.A](#)
 - b. Argue the influences Islam had on social and political life within African kingdoms [SSHS.WHI.5.4.B](#)
 - c. Explain Traveler Ibn Battuta's perspectives and insight into the development of trade and cultural diffusion [SSHS.WHI.5.4.C](#)
1. Argue how geography influenced the development of cultural diversity among early Indigenous groups throughout North America. [SSHS.WHI.6.1](#)

- a. Identify early migration patterns into and throughout the Americas, and analyze the relationship between those migrations and global climate changes **SSHS.WHI.6.1.A**
 - b. Explain ways people took advantage of geographic changes to migrate to the Americas **SSHS.WHI.6.1.B**
 - c. Analyze the social, economic, and political structure of Indigenous civilizations, and argue how geography and resources influenced where people settled **SSHS.WHI.6.1.C**
 - d. Analyze the cultural characteristics and differences of various groups located in different geographic regions of North America (e.g., Inuit, Haudenosaunee, Cherokee, Navajo, Nez Pierce, Sioux), and argue how their geographic location contributed to their cultural development and lifeways **SSHS.WHI.6.1.D**
2. Argue how geography and resources influenced the development and rise of civilizations in Mesoamerican. **SSHS.WHI.6.2**
 - a. Identify the locations of early Mesoamerican civilizations (e.g., Olmecs, Zapotecs, Toltecs), and argue the influences geography had on their development **SSHS.WHI.6.2.A**
 - b. Analyze the relationships between resources, environment, and development of trade networks and permanent settlements **SSHS.WHI.6.2.B**
 - c. Analyze the similarities and differences between the Preclassical (Formative), Classical, and Postclassical civilizations throughout Mesoamerica **SSHS.WHI.6.2.C**
 3. Argue how the social, political, and economic advancements of the Caral-Supe (Norte Chico) civilization influenced its development and those of later Mesoamerican civilizations. **SSHS.WHI.6.3**
 - a. Identify the location of Caral-Supe and its coastal and inland civilizations, and argue how geographic location lead to the development of this region **SSHS.WHI.6.3.A**
 - b. Argue how the domestication of cotton impacted economic development **SSHS.WHI.6.3.B**
 - c. Argue how the development of technology (e.g., irrigation, textiles) influenced economic growth **SSHS.WHI.6.3.C**
 - d. Explain how the development of culture, social and political structure, and architecture in this region influenced later civilizations in Mesoamerica **SSHS.WHI.6.3.D**
 4. Argue the impacts of the social, economic, and political developments of three Mesoamerican empires. **SSHS.WHI.6.4**
 - a. Identify the location of Mayan, Incan, and Aztec empires, and explain the geographic features of those locations **SSHS.WHI.6.4.A**
 - b. Analyze the similarities and differences in the social, political, and cultural characteristics of the Maya, Inca, and Aztec empires **SSHS.WHI.6.4.B**

- c. Identify the features of large cities and regions related to Mesoamerican empires [SSHS.WHI.6.4.C](#)
 - d. Analyze the influence of advancements in agriculture, architecture, mathematics, language, time, and science on the development of complex and diverse civilizations, and argue who benefited from those advancements [SSHS.WHI.6.4.D](#)
- 1. Argue the impacts of early Steppe empires on the civilizations within Central and Western Asia (Middle East). [SSHS.WHI.7.1](#)
 - a. Identify the locations of Central and Western Asian (Middle Eastern) civilizations from the 16th-19th centuries [SSHS.WHI.7.1.A](#)
 - b. Argue the influences geographic features had on the development of major Central and Western Asian (Middle Eastern) civilizations in terms of culture, economy, and political power [SSHS.WHI.7.1.B](#)
 - c. Analyze the expansion of early Steppe empires in relation to chronological time and location, and argue how the expansion impacted the peoples already living in the region [SSHS.WHI.7.1.C](#)
- 2. Argue the impacts of the social, political, and economic and achievements of the two major empires of Asia, the Mongol and Ottoman empires. [SSHS.WHI.7.2](#)
 - a. Identify the locations of the Mongol and Ottoman empires, and argue the influence geographic features had on production of goods and trade [SSHS.WHI.7.2.A](#)
 - b. Analyze political, social, and economic developments of Asia, and argue who benefited from those developments [SSHS.WHI.7.2.B](#)
 - c. Analyze the similarities and differences in social, political, and economic values across different Central and Western Asian (Middle Eastern) empires [SSHS.WHI.7.2.C](#)
 - d. Analyze the differences in Asian civilizations due to their religious and philosophical developments and influences (e.g., Judaism, Christianity, Islam, Buddhism, and Confucianism) [SSHS.WHI.7.2.D](#)
 - e. Analyze the role of the Ottoman Empire as a haven for the practice of Judaism [SSHS.WHI.7.2.E](#)
- 3. Argue how cultural diffusion led to the advancements and lasting impacts of the Tang dynasty. [SSHS.WHI.7.3](#)
 - a. Explain the circumstances of the succession of the Sui Dynasty to the Tang Dynasty [SSHS.WHI.7.3.A](#)
 - b. Analyze the cultural influences (domestic and foreign) on the social, religious, and political aspects of the Tang Dynasty, and argue how those influences impacted its development [SSHS.WHI.7.3.B](#)
 - c. Analyze the innovations and technology of the Tang dynasty (e.g., paper money, gunpowder, porcelain), and argue the lasting impacts [SSHS.WHI.7.3.C](#)

4. Argue the impact and influence of the Silk Road on civilizations and their cultural, economic, and political developments. [SSHS.WHI.7.4](#)
 - a. Analyze the interconnectedness of civilizations and geographic regions through vast trade networks known as the Silk Road [SSHS.WHI.7.4.A](#)
 - b. Identify natural resources, (e.g., gold, copper, silver, iron, salt) and produced goods, and explain how they were bought, sold, and traded throughout the Silk Road [SSHS.WHI.7.4.B](#)
 - c. Argue the influences trade and widespread commerce had on the social and economic standings of individuals and groups [SSHS.WHI.7.4.C](#)
 - d. Argue the influences of the Silk Road on social, political, and religious ideas and who benefited from those influences [SSHS.WHI.7.4.D](#)
1. Argue the impacts the spread of Christianity after the fall of Rome and through the Crusades had on regions and civilizations. [SSHS.WHI.8.1](#)
 - a. Explain how Christianity spread throughout the Eastern Roman Empire and Western Europe [SSHS.WHI.8.1.A](#)
 - b. Analyze the range different religious beliefs and argue how they lead to the Great Schism [SSHS.WHI.8.1.B](#)
 - c. Analyze the different political structures developed under the Roman Catholic Church and Eastern Orthodox Church, and argue their impacts [SSHS.WHI.8.1.C](#)
 - d. Explain the objectives, analyze the events, and argue the impacts of the Crusades [SSHS.WHI.8.1.D](#)
2. Analyze the evolution of the political, social, and economic structures of Medieval Europe and the transition into the Renaissance. [SSHS.WHI.8.2](#)
 - a. Explain the political, economic, and social characteristics of the European Middle Ages (e.g., feudalism, war, agriculture, technological advances) [SSHS.WHI.8.2.A](#)
 - b. Explain the causes of disease (e.g., Bubonic Plague, dysentery, influenza), and analyze the effects it had on European populations [SSHS.WHI.8.2.B](#)
 - c. Explain the characteristics of the Renaissance (e.g., creativity, humanism, innovation), and analyze the effects of social and economic prosperity in Europe after the Middle Ages [SSHS.WHI.8.2.C](#)

World History II: Early Modern to Modern

1. Argue the ways political and religious ideas and structures during the Medieval period in Europe affected society. [SSHS.WHII.1.1](#)
 - a. Analyze the reaction of the Pope to the Magna Carta and through his Bull [SSHS.WHII.1.1.A](#)
 - b. Explain how Scholasticism promoted balance in learning through both Divine Revelation as well as human reasoning and observation [SSHS.WHII.1.1.B](#)
 - c. Analyze similarities and differences between feudal structures and the organization of the Church, and argue who benefited under those

circumstances [SSHS.WHII.1.1.C](#)

2. Argue how the expansion of the Ottoman Empire contributed to cultural diffusion to Medieval Europe. [SSHS.WHII.1.2](#)
 - a. Analyze how the Ottoman Empire developed, and argue how it impacted the region [SSHS.WHII.1.2.A](#)
 - b. Analyze the moderate toleration of religions (e.g., Christianity, Judaism) beyond Islam in the early Ottoman Empire [SSHS.WHII.1.2.B](#)
 - c. Analyze changes in migration patterns, specifically for Jews and Muslims, and the connections to violent episodes of alienation by both the Church and leaders throughout the Iberian Peninsula [SSHS.WHII.1.2.C](#)
3. Argue the influence Renaissance ideas had on European philosophy, politics, art, and culture. [SSHS.WHII.1.3](#)
 - a. Identify the influence of humanism on religious thought (e.g., history, poetry, moral philosophy, rhetoric) [SSHS.WHII.1.3.A](#)
 - b. Analyze Renaissance ideas, and argue the impacts on political power, economic institutions, and social organization such as the Church [SSHS.WHII.1.3.B](#)
 - c. Identify works of writers (e.g., Petrarch, Machiavelli, Castiglione) and artists (e.g., Michelangelo, Raphael, da Vinci), and explain how they reflected the ideals of the Renaissance [SSHS.WHII.1.3.C](#)
 - d. Analyze the ideas developed in literature, art, and music that were mass produced and widespread due to the innovation of the printing press, and argue their impacts [SSHS.WHII.1.3.D](#)
4. Argue how the tenets and goals of the Protestant Reformation impacted power relationships in Europe. [SSHS.WHII.1.4](#)
 - a. Explain the rationale for, and analyze the conditions of the Reformation (e.g., selling indulgences, salvation, transubstantiation), and argue how it impacted different groups of people (e.g., persecution of Jewish peoples, Catholics) [SSHS.WHII.1.4.A](#)
 - b. Explain the roles of religious and secular leaders (i.e., Martin Luther, John Calvin, and Henry VIII) associated with Church and political reform [SSHS.WHII.1.4.B](#)
 - c. Analyze the relationships between the Reformation and political and military changes (e.g., Peasants' Revolt) and wars (e.g., French Wars of Religion, Thirty Years' War) in both the 16th and 17th centuries [SSHS.WHII.1.4.C](#)
 - d. Identify changes in religious and teachings of the Church, and argue the geopolitical impacts that resulted from those changes [SSHS.WHII.1.4.D](#)
1. Argue how advancements and achievements in Asia during the Medieval period impacted regions within Asia and beyond. [SSHS.WHII.2.1](#)
 - a. Analyze Mughal (Mogul) leaders (e.g., Babur) and actions (e.g., alliances that supported conquests, modern administrative system of government), and how they created stability [SSHS.WHII.2.1.A](#)

- b. Analyze conditions of the Sengoku period, and argue the impact of those conditions [SSHS.WHII.2.1.B](#)
 - c. Explain Mongol military tactics (e.g., intensive training and discipline, surprise attacks, use of light cavalry) [SSHS.WHII.2.1.C](#)
 - d. Analyze the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and argue the impacts [SSHS.WHII.2.1.D](#)
 - e. Analyze the conditions leading to the establishment of the Qing Dynasty [SSHS.WHII.2.1.E](#)
 - f. Analyze the significance of trade within and between these civilizations and those in other regions of Afro-Eurasia, and argue who benefited from that trade [SSHS.WHII.2.1.F](#)
 - g. Analyze the foundation and influence of Sikhism by Guru Nanak in South Asia [SSHS.WHII.2.1.G](#)
2. Argue how interactions between European and African civilizations impacted the society, economy, and individuals in African kingdoms. [SSHS.WHII.2.2](#)
 - a. Analyze the trade routes that connected Europe to India through the geographic region of Africa, and argue the impacts the routes had on these regions [SSHS.WHII.2.2.A](#)
 - b. Argue how resources (e.g., gold, iron, rubber) in Africa influenced European settlement in the region [SSHS.WHII.2.2.B](#)
 - c. Analyze trade relationships between Europe and Africa, and argue the impact on the enslavement of Africans and who benefited from that practice [SSHS.WHII.2.2.C](#)
 3. Argue the ways European exploration and colonization impacted American civilizations. [SSHS.WHII.2.3](#)
 - a. Explain changes in maritime technologies (e.g., caravel, compass, astrolabe), and analyze how the new technologies supported Spanish and Portuguese expansion followed by expansion by England, France, and the Netherlands [SSHS.WHII.2.3.A](#)
 - b. Analyze the exploration for trade routes and resources, and argue how that influenced European settlements in the Americas [SSHS.WHII.2.3.B](#)
 - c. Analyze the relationship between imperialistic goals (e.g., "God, Gold, and Glory") and European conquests in the Americas [SSHS.WHII.2.3.C](#)
 - d. Analyze the advantages and disadvantages of the Columbian Exchange, and argue who benefited from that situation [SSHS.WHII.2.3.D](#)
 - e. Argue how cultural diffusion impacted social, political, and economic aspects of American civilizations [SSHS.WHII.2.3.E](#)
 - f. Argue how European disease, genocide, and conflict impacted American civilizations and their populations [SSHS.WHII.2.3.F](#)
 1. Argue how the Scientific Revolution impacted Enlightenment thinking, government, and society. [SSHS.WHII.3.1](#)

- a. Analyze the development of changes related to natural philosophy with its initial emphasis on astronomy (i.e., geocentrism, heliocentrism), and argue how this impacted views of the universe [SSHS.WHII.3.1.A](#)
 - b. Argue how scientific discovery and ideas about the natural world impacted the Church's position [SSHS.WHII.3.1.B](#)
 - c. Analyze the Scientific Revolution (e.g., scientific methods, observation, reasoning) and its historical figures (e.g., Galileo, Newton), and argue how it influenced Enlightenment thinking (e.g., authority, individualism) [SSHS.WHII.3.1.C](#)
 - d. Analyze the ideas of Enlightenment thinkers (e.g., Voltaire, Diderot, Montesquieu, Rousseau) [SSHS.WHII.3.1.D](#)
 - e. Argue the influences Enlightenment ideas had on traditional perspectives related to government (monarchy), economics (mercantilism), and society (structured hierarchies) [SSHS.WHII.3.1.E](#)
2. Argue how events within England and throughout the British Empire created both times of instability and times of expansion. [SSHS.WHII.3.2](#)
 - a. Analyze the political and religious actions by the Stuart Monarchy, and argue how that led to two, separate overthrows of the government (English Civil War, Glorious Revolution) and new political institutions being established (Hanoverian Monarchy) [SSHS.WHII.3.2.A](#)
 - b. Analyze the Enclosure Movement and the Agricultural Revolution, and argue the impacts on future industrialization [SSHS.WHII.3.2.B](#)
 - c. Analyze how the British government applied the democratic and constitutional principles, theorized by John Locke and others, to select groups loyal to the Crown, and argue who benefited [SSHS.WHII.3.2.C](#)
 - d. Identify the locations of the British Empire's colonies (e.g., India, parts of Africa, Australia, New Zealand, and parts of the Americas), analyze the effects of colonization on the places and people there, and argue who benefited from those effects [SSHS.WHII.3.2.D](#)
 3. Argue the political, economic, and societal impacts related to the consolidation of power, state building, and absolutism. [SSHS.WHII.3.3](#)
 - a. Explain the rationales for different governmental systems (e.g., absolutism, constitutionalism), and argue who benefited under each system [SSHS.WHII.3.3.A](#)
 - b. Analyze aspects of King Louis XIV's reign that reflected absolutism (e.g., Europe's largest army, mercantilist principles, resistance to political and religious opposition) [SSHS.WHII.3.3.B](#)
 - c. Analyze the influence of Enlightened ideals on absolutist regimes [SSHS.WHII.3.3.C](#)
 4. Argue how the events and ideals of the American Revolution impacted the American colonies socially, politically, and economically. [SSHS.WHII.3.4](#)
 - a. Analyze British rationale for imposing policies on the American colonies [SSHS.WHII.3.4.A](#)

- b. Explain colonial grievances (e.g., taxation, limited trade opportunities, troop quartering) [SSHS.WHII.3.4.B](#)
 - c. Identify how colonists challenged British taxation policies (e.g., Stamp and Sugar Acts), and analyze the rationale and outcomes of those challenges [SSHS.WHII.3.4.C](#)
 - d. Analyze the influences of Enlightenment ideals on colonial thinking and action (i.e., political, social, economic) [SSHS.WHII.3.4.D](#)
 - e. Analyze the outcome of the American Revolution, and argue how it politically, socially, and economically impacted the American colonies, including the formation of a new United States government [SSHS.WHII.3.4.E](#)
5. Argue how the events and results of the French Revolution impacted France socially, politically, and economically. [SSHS.WHII.3.5](#)
- a. Analyze the ways revolutionaries of the French Revolution were inspired by the ideas of Enlightenment writers (e.g., Voltaire, Rousseau, Montesquieu) [SSHS.WHII.3.5.A](#)
 - b. Analyze the conditions (e.g., disparity in taxation, inequitable hierarchies, political absolutism) that underscored reactions to the French monarch [SSHS.WHII.3.5.B](#)
 - c. Explain the actions taken during the French Revolution (e.g., storming of the Bastille, march to Versailles), and analyze the political changes that occurred (e.g., Declaration of the Rights of Man, Constitution of 1791) [SSHS.WHII.3.5.C](#)
 - d. Explain the leadership styles of Revolutionary leaders (e.g., Robespierre, Danton, Marat) and analyze violent behaviors and movements (e.g., guillotine, Reign of Terror, Committee of Public Safety) [SSHS.WHII.3.5.D](#)
 - e. Analyze events that took place at the end of the French Revolution (e.g., the fall of Robespierre, creation of the Directory, rise of Napoleon Bonaparte), and argue the impacts of these events and who benefited [SSHS.WHII.3.5.E](#)
6. Argue the effects the Atlantic System of trade had on enslaved Africans and on the regions of the world that participated. [SSHS.WHII.3.6](#)
- a. Explain the rationale for, analyze the conditions of, and argue who benefited from the Atlantic System (i.e., transatlantic slave trade) [SSHS.WHII.3.6.A](#)
 - b. Analyze the implications of the Triangle trade in Europe, Africa, and the Americas, and argue who benefited from that practice and how it impacted each region [SSHS.WHII.3.6.B](#)
 - c. Analyze the influences of Enlightenment thinking on the African slave trade (e.g., moral and ethical issues; racial taxonomy) [SSHS.WHII.3.6.C](#)
1. Argue how the rise of Napoleon Bonaparte and his defeats led to events such as the Congress of Vienna as well as long-term philosophical and geo-political changes. [SSHS.WHII.4.1](#)
- a. Identify the changes in political structure (e.g., Consulate, First Consul, Emperor), and explain how these supported Napoleon's rule, allowed him to conquer numerous countries and reshape Europe [SSHS.WHII.4.1.A](#)

- e. Explain how romantic concerns and literary depictions of social conditions began to promote social change related to industrialization [SSHS.WHII.5.1.E](#)
2. Argue how industrialization and urbanization led to dramatic changes in lifestyles for people in Great Britain and other nations in the 18th and 19th centuries. [SSHS.WHII.5.2](#)
 - a. Analyze the advancements in agriculture in this period, and argue how that impacted the movement of people out of rural areas and into the cities [SSHS.WHII.5.2.A](#)
 - b. Analyze characteristics of urbanization (e.g., overcrowding, disease, child labor), and argue how those impacted society [SSHS.WHII.5.2.B](#)
 - c. Argue how industrialization and urbanization impacted the lives of women [SSHS.WHII.5.2.C](#)
 - d. Analyze the rationales for and influence of social reformers (e.g., religion, education, temperance) in response to urbanization [SSHS.WHII.5.2.D](#)
 4. Argue how industrialization caused a need for expansion for those in need of new marketplaces and natural resources to cultivate greater economic growth. [SSHS.WHII.5.4](#)
 - a. Identify the nations involved in expansionist efforts (e.g., global resources locations in Africa and Asia for rubber, ivory, manganese), explain the relationship between economic growth and these expansionist interests, and argue who benefited from that relationship [SSHS.WHII.5.4.A](#)
 - b. Explain the expansion of European markets, analyze how that led to forms of economic imperialism in Asia and Africa, and argue who benefited from that expansion [SSHS.WHII.5.4.B](#)
 1. Argue how the causes, events, and results of World War I had long lasting political, social, and economic effects. [SSHS.WHII.6.1](#)
 - a. Explain the causes and analyze the conditions and events that led to World War I (e.g., nationalism, imperialism, militarism, and alliance-building) [SSHS.WHII.6.1.A](#)
 - b. Explain the causes and analyze the conditions and events of the Armenian genocide from 1915-1916 and the role of the Near East Relief organization [SSHS.WHII.6.1.B](#)
 - c. Analyze the effects of changes in military strategy (e.g., Schlieffen Plan, trench warfare) and technology (i.e., chemical weaponry, airplanes, tanks, machine guns) on the expansion of the war, and argue the impact of those changes [SSHS.WHII.6.1.C](#)
 - d. Analyze the establishment of alliances between countries, and argue their impacts [SSHS.WHII.6.1.D](#)
 - e. Analyze the expansion of global participation with the entrance of the United States into the War and the mobilization of European colonial territories, and argue the impacts of their participation to the War [SSHS.WHII.6.1.E](#)
 - f. Analyze the rationale for and conditions of the Treaty of Versailles, and argue who benefited from that treaty [SSHS.WHII.6.1.F](#)

2. Argue how the Russian Revolution led to the rise of a communist regime. **SSHS.WHII.6.2**
 - a. Analyze the relationship between World War I and the Russian Revolution including revolutions prior to World War I (e.g., Revolution of 1905) **SSHS.WHII.6.2.A**
 - b. Explain the experiences of the Russian people during World War I and the Russian Revolution **SSHS.WHII.6.2.B**
 - c. Explain the rationale for and analyze the conditions of communism (e.g., "Peace, Land, and Bread") in Russia and beyond, and argue who benefited under this system **SSHS.WHII.6.2.C**
3. Argue how economic instability led, in part, to changes in political thinking and increasing disruptions in the 1920s and 1930s. **SSHS.WHII.6.3**
 - a. Identify the factors leading to the Great Depression (e.g., crash of the New York Stock Exchange, unemployment), analyze its effects, and argue how it impacted society **SSHS.WHII.6.3.A**
 - b. Analyze the influence of extremist ideologies (e.g., fascism, socialism) on European countries (e.g., Germany, Italy), and argue the impacts and who benefited **SSHS.WHII.6.3.B**
 - c. Analyze the rationale for and goals of the League of Nations, and analyze its effects on global aggressions **SSHS.WHII.6.3.C**
4. Argue how the events of World War II, and atrocities associated with the Holocaust and other crimes against humanity, led to lasting social, political, and economic impacts globally. **SSHS.WHII.6.4**
 - a. Identify the causes and analyze the conditions and events that lead to World War II (e.g., appeasement, militarism, alliances) **SSHS.WHII.6.4.A**
 - b. Explain the agreements (e.g., Rome-Berlin-Tokyo Axis, Nazi-Soviet Pact) that led to the invasion of foreign nations such as Poland. **SSHS.WHII.6.4.B**
 - c. Analyze innovations in military technology (e.g., radar, chemical and atomic weaponry, tanks, aircraft), and argue their impacts on the War **SSHS.WHII.6.4.C**
 - d. Analyze the development of concentration camps that targeted certain segments of the population (e.g., Jews, Communists, Slavs, and "racial inferiors") during the War **SSHS.WHII.6.4.D**
 - e. Explain the causes and analyze the conditions and events leading to the end of World War II (e.g., atomic weapons, military superiority), and argue the lasting social, political, and economic impacts of the war worldwide **SSHS.WHII.6.4.E**
5. Argue how the perceived impact of communism on established democratic systems led to the Cold War. **SSHS.WHII.6.5**
 - a. Explain the rationale for and analyze actions taken to rebuild Europe (e.g., Truman Doctrine, Marshall Plan, Berlin Airlift), and argue the impacts of those actions **SSHS.WHII.6.5.A**

- b. Analyze the conditions of and reactions to concerns of communist threats (e.g., North Atlantic Treaty Organization, Warsaw Pact) [SSHS.WHII.6.5.B](#)
 - c. Analyze communism in China (e.g., Mao Zedong and the Chinese Communist Party), and argue its impacts [SSHS.WHII.6.5.C](#)
- 1. Argue how long-range implications of World War II led to an era of decolonization as well as an era of new nations being established and re-established after decades of colonial rule. [SSSHS.WHII.7.1](#)
 - a. Analyze the rise in tensions related to the Cold War, and argue how that intensified demands for independence [SSSHS.WHII.7.1.A](#)
 - b. Explain the conditions leading to protest by Indians against British colonial rule, and argue their impacts (e.g., civil unrest and disobedience, rise of Mohandas Gandhi, independence in India and Pakistan) [SSSHS.WHII.7.1.B](#)
 - c. Explain global post-war settlements and decolonizing efforts, and argue the positive and negative impacts [SSSHS.WHII.7.1.C](#)
- 2. Argue the impacts of imperialism, World War II, and the Cold War on domestic and global support for and challenges against communism. [SSHS.WHII.7.2](#)
 - a. Analyze the conditions supporting proxy battles over communism in Korea and Vietnam [SSHS.WHII.7.2.A](#)
 - b. Argue how communism impacted the Soviet Union and China [SSHS.WHII.7.2.B](#)
 - c. Identify examples and analyze the conditions of rebellions, protests, and revolutions (e.g., Prague Spring, Poland, Revolutions of 1989) that challenged communism [SSHS.WHII.7.2.C](#)
 - d. Explain reform efforts (e.g., perestroika, glasnost) initiated by Gorbachev, and argue the impact of those efforts [SSHS.WHII.7.2.D](#)
- 3. Argue how nation-building and shifts in power to unstable leaders led to the maintenance of racially oppressive legal codes and outright acts against humanity. [SSHS.WHII.7.3](#)
 - a. Explain rationales for and analyze the circumstances supporting the rise of dictatorial leaders in Asia, Africa, and Western Asia (Middle East) (e.g., Cambodia, Iraq, Iran, Darfur, Rwanda), and argue the social, political, and economic impacts on the people and their countries as a whole [SSHS.WHII.7.3.A](#)
 - b. Identify actions related to the denial of civil rights in the United States and South Africa, identify leaders and actions of resistance movements (e.g., Dr. Martin Luther King, Jr., Nelson Mandela), and argue the social and political impacts on the people and their countries as a whole [SSHS.WHII.7.3.B](#)
 - c. Explain the conditions supporting the rise in dictatorial leaders in Russia and the former Soviet bloc (e.g., Milošević, Putin), analyze the use of their respective power to aggressively control their respective countries, and argue the social, political, and economic impacts on people and their country as a whole [SSHS.WHII.7.3.C](#)

4. Argue the ways that ever-changing facets of 20th and 21st century technologies have led to global interconnectedness and interdependence. [SSHS.WHII.7.4](#)
 - a. Explain supranational organizations that support stability and financial regulation (e.g., World Bank, International Monetary Fund), analyze the ways they were at times challenged by other organizations (e.g., ATTAC), and argue their positive and negative impacts [SSHS.WHII.7.4.A](#)
 - b. Identify organizations that were created to promote unity (e.g., NAFTA, European Union), analyze their efforts, and argue their impacts [SSHS.WHII.7.4.B](#)
 - c. Analyze the conditions that led to the development of new technologies (e.g., computers, mobile phones, internet), and argue their social, political, and economic impacts on society [SSHS.WHII.7.4.C](#)
 - d. Analyze global issues of today, and argue a position on one or more of the issues [SSHS.WHII.7.4.D](#)