

Rhode Island Standards- Social Studies 9-12	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy	4. A New Media That Informs and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
C&G 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by... A. describing or explaining competing ideas about the purposes and functions of politics and government	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
C&G 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by... c. explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy – Democratic republic)	❖											❖
C&G 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by... d. distinguishing between the rule of law and the “rule of men” (e.g., Korematsu v. U.S. and Japanese internment during WWII)	❖										❖	
C&G1(9-12) –2 Students demonstrate an understanding of sources of authority and use of power and how they are/can be changed by... a. <u>identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security)	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
C&G1(9-12) –2 Students demonstrate an understanding of sources of authority and use of power and how they are/can be changed by... b. <u>explaining how political authority is obtained and legitimized</u>	❖											
C&G2(9-12)–1 Students demonstrate an understanding of the United States government (local, state and national) by... a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	
C&G2(9-12)–1 Students demonstrate an understanding of the United States government (local, state and national) by... b. <u>analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event</u>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
C&G2(9-12)–1 Students demonstrate an understanding of the United States government (local, state and national) by... c. <u>identifying and describing ways in which people gain or fail to gain access to the</u>	❖	❖	❖	❖	❖	❖	❖	❖		❖	❖	❖

[illegible]

of goods and services by...a. investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.		❖	❖			❖			❖	❖		
E 3 (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by... a. identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
E 3 (9-12) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by... b. evaluating the government's monetary and fiscal policies.	❖		❖					❖			❖	
E 3 (9-12) – 2 Students demonstrate an understanding of the role of government in a global economy by...a. evaluating how policymakers encourage or discourage economic activity.			❖					❖	❖	❖		
E 3 (9-12) – 2 Students demonstrate an understanding of the role of government in a global economy by... b. interpreting source materials (e.g., media reports) about economic conditions and explain how these conditions influence decisions made by policy makers.			❖	❖							❖	