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 byA. 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. identifying how actions of a government affect relationships involving the individual, society and the government (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. explaining how political authority is obtained and legitimized	*											
C&G2(9-12)–1 Students demonstrate an understanding of the United States government (local, state and national) by a. evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review	*	*	*	*	*	*	*	*	*	*	*	
C&G2(9-12)–1 Students demonstrate an understanding of the United States government (local, state and national) by b. analyzing the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) through researching a current or historical issue or event	*	*	*	*	*	*	*	*	*	*	*	*
C&G2(9-12)–1 Students demonstrate an understanding of the United States government (local, state and national) by c. identifying and describing ways in which people gain or fail to gain access to the	*	*	*	*	*	*	*	*		*	*	*

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institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)												
C&G2(9-12)–2												
Students demonstrate an understanding of the democratic values and												
principles underlying the US government by	*	.*.	*	*	*	.*.	*	*		*	*	
c. identifying and giving examples of the discrepancies between democratic ideals and	***	*	***	***	**	**	***	***		***	***	
the realities of American social and political life (e.g., equal protection under the law												
and the reality of discrimination)												
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C&G3(9-12)-1												
Students demonstrate an understanding of citizens" rights and	.♦.	.♦.	.♦.	.♦.		.♦.	.♦.	.♦.		.•.	.♦.	.♦.
responsibilities by	*	**	*	*	*	*	*	*	*	*	**	*
c. evaluating, taking, and defending positions regarding the personal and civic												
responsibilities of individuals	•	•	•	•		•			•	•	.•.	•
C&G3(9-12)-1	*	*	*	*	*	*	*	*	*	*	*	*
Students demonstrate an understanding of citizens" rights and												
responsibilities by d. analyzing the scope and limits of personal, cultural, economic, or political rights												
(e.g., freedom of expression vs. school dress codes, speaking one's native language												
vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national												
security)												
C&G 3 (9-12) -2	*	**	*	*	*	*	*	*	*	*	*	*
Students demonstrate an understanding of how individuals and groups	·				,	,			Ĭ	·	,	
exercise (or are denied) their rights and responsibilities by a. identifying												
a policy at the school, local, state, national, or international level and describing how it												
affects individual rights												
C&G 3 (9-12) -2	**	*	*	**	*	**	*	*	*	**	**	**
Students demonstrate an understanding of how individuals and groups												
exercise (or are denied) their rights and responsibilities by b. accessing												
the political system (e.g., letter writing, researching an issue and communicating it to												
the public, organizing, petitioning, boycotting/buycotting)												
C&G 3 (9-12) –2 Students demonstrate an understanding of how individuals and groups	*	**	*	**	*	**	*	*	**	*	**	*
exercise (or are denied) their rights and responsibilities by c. describing and giving examples of how access to institutions can affect justice, reward, and power												
in the U.S.												
C&G 3 (9-12) -2												
Students demonstrate an understanding of how individuals and groups												
exercise (or are denied) their rights and responsibilities by d. identifying			.*.									
and explaining ways individuals and groups have exercised their rights in order to	**	*	*	*	*	**	*				*	*
								*	*	*		

transform society (e.g., Civil Rights Movement, women's suffrage)												
C&G 4 (9-12) -1	*	*	*	*	*	*	*	*	*	**	*	*
Students demonstrate an understanding of political systems and							-					
political processes by c. analyzing and interpreting sources (print and non-print												
discourse/media), by distinguishing fact from opinion, and evaluating possible												
bias/propaganda or conflicting information within or across sources												
C&G 4 (9-12) -1	**	**	**	*	*	*	*	*	*	**	*	*
Students demonstrate an understanding of political systems and	·							,		•		
political processes by e. analyzing multiple perspectives on an historical or												
current controversial issue (e.g., immigration, environmental policy, escalation of the												
war in Vietnam, Brown v. Board of Education)												
C&G 4 (9-12) -2	**	**	**	*	*	*	*	*	*	**	*	*
Students demonstrate their participation in political processes by a.	·							,		•		
using collaborative decision making/problem solving to consider multiple perspectives												
on a current political, social, or economic issue, evaluating the consequences of												
various options, and developing a plan of action (e.g., new school policy or local,												
national, or international public policy)												
C&G 4 (9-12) -2	**	*	***	*	**	*	*	*	**	**	*	*
Students demonstrate their participation in political processes by b.												
working individually or with others to identify, propose, and carry out a community/civic												
engagement project/initiative (e.g., making the community aware of an issue,												
organizing a workshop)		-						<u>. </u>	-			ļ .
C&G 4 (9-12) -3	**	*	*	*	**	*	*	*	**	**	**	*
Students participate in a civil society by a. critically reflecting on their own												
civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of												
others, social responsibility, and recognition of the capacity to make a difference)												
C&G 4 (9-12) -3	*	*	**	*	**	*	*	*	*	*	*	*
Students participate in a civil society by b. identifying and describing the												
role that various institutions play in meeting the needs of the community				-			_		-			
C&G 4 (9-12) -3	**	*	**	*	**	*	*	*	**	**	**	*
Students participate in a civil society by c. identifying and analyzing the												
conflicts that exist between public and private life (e.g., issues related to Homeland												
Security, Eminent Domain, civil liberties)												
C&G 5 (9-12) – 1												
Students demonstrate an understanding of the many ways Earth's												
people are interconnected by b. organizing information to show relationships												
between and among various individuals, systems, and structures (e.g. politically,								*	*	*		
socially, culturally, economically, environmentally)	**	*	*	*	**	*	*			-	*	*
C&G 5 (9-12)-2	*	*	*	*	*	*	*	*	*	**	*	*
Students demonstrate an understanding of the benefits and challenges	***	***	▼ ,▼	**	***	**	***	**	*	***	***	**
of an interconnected world by a. describing the interconnected nature of a												
contemporary or historical issue												
C&G 5 (9-12)-2				+		1		 	+ +			
Students demonstrate an understanding of the benefits and challenges												
of an interconnected world by b. analyzing and evaluating a contemporary or												
historical issue (e.g. free trade versus fair trade, access to medical care and terrorism	,♦.		۸.	,٠.	٠.	۸.	۸.	,♦.	.•.	۸.	۸.	
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C&G 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act	*	*	*	*	*	*	*	*	*	*	*	*
HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present by a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)	*	*	*	*	*	*	*	*	*	*	*	*
HP 3 (9-12) – 1 Students demonstrate an understanding of how the past frames the present by b. formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective)	*	*	*	*	*	*	*	*	*	*	*	*
HP 3 (9-12) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, "Independent Man") has contributed to current social, economic, or political patterns	*	*	*	*	*	*	*	*	*	*	*	*
HP 4 (9-12) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) byb. proving whether innovation and invention have been beneficial or detrimental to society.		*				*	*		*	*	*	
HP 5 (9-12)– 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society bya. identifying patterns of migration and evaluating their socio-cultural impacts.										*		
HP 5 (9-12)– 1 b. Students demonstrate an understanding that a variety of factors affect cultural diversity within a society byb investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. HP 5 (9-12) – 2			*		*			*		*		*

Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.								*		*		*
a. Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by c evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.		*				*	*			*		
G 3 (9-12) –2 Students understand the interrelationships of geography with resources by a. evaluating the environmental consequences of resource consumption.		*				*						
G 4 (9-12) –1 Students explain how humans depend on their environment by a researching and reporting specific examples of how human dependence on the environment has impacted political, economic, and/or social decisions.		*				*	*		*	*		
G 4 (9-12) –2 Students explain how humans react or adapt to an ever-changing physical environment by a. examining a specific case study of how a society reacted or adapting to a physical environmental change and argue opposing solutions.		*				*	*		*	*		
G 4 (9-12) –3 Students explain how human actions modify the physical environment by a. analyzing the relationship between human action and the environment over time, using researched evidence.		*				*				*		
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E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts-by a. applying the concept that choices involve trade-offs in real world situations or historical contexts.	*		*					*			*	
E 1 (9-12) –1 Students demonstrate an understanding of basic economic concepts-by b. applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.			*					*	*		*	
E 1 (9-12) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by b. evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).			*						*		*	
E 2 (9-12) – 2 Students analyze how Innovations and technology affects the exchange												

of goods and services bya. 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 bya. 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.			*	*							*	