

## GRADE 8 – GOVERNMENT AND CIVIC LIFE IN THE UNITED STATES AND RHODE ISLAND

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Having looked at Rhode Island, the early United States, and global histories, Grade 8 students engage in a deeper exploration of civic life, and the roots, institutions, and structures of government at the national and state levels. Additionally, students look at the relationships between governmental roles and entities and the rights and responsibilities of citizens and the press. This course presents an opportunity for districts to implement the civics project requirement.

### ***Inquiry Topics, Compelling Questions, and Standards***

#### **Inquiry Topic 1: The Philosophical Foundations of the United States Political System**

**Compelling Question:** How do you know you have rights?

SS8.1.1: Natural rights

SS8.1.2: Civic participation

SS8.1.3: Constructing a rule of law

#### **Inquiry Topic 2: The Development of the United States Government**

**Compelling Question:** How does the founding of the United States government reflect competing interests?

SS8.2.1: The *Declaration of Independence*

SS8.2.2: The *Constitution of the United States* and *Bill of Rights*

#### **Inquiry Topic 3: The Institutions of the United States Government**

**Compelling Question:** How do historical events and circumstances shift and shape the balance of power between the branches of government?

SS8.3.1: The legislative branch

SS8.3.2: The executive branch

SS8.3.3: The judicial branch

SS8.3.4: Checks and balances

#### **Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments**

**Compelling Question:** What is the tension between popular sovereignty and the need for cooperation between levels of government?

SS8.4.1: Local governments

SS8.4.2: Rhode Island state government

SS8.4.3: Tribal governments  
SS8.4.4: Government jurisdiction

## **Inquiry Topic 5: The *Constitution*, Amendments, and Supreme Court decisions**

**Compelling Question:** Should it be easier to change the *Constitution*?

SS8.5.1: Constitutional amendments, congressional bills, and executive orders  
SS8.5.2: Judicial review

## **Inquiry Topic 6: Rights and Responsibilities of Citizens**

**Compelling Question:** Why should individuals participate in government?

SS8.6.1: Rights of a citizen  
SS8.6.2: Responsibilities of a citizen  
SS8.6.3: Political participation  
SS8.6.4: Movements for Civil Rights  
SS8.6.5: Human rights and global citizenship

## **Inquiry Topic 7: Freedom of the press and news/media literacy**

**Compelling Question:** Does a free press support a democratic government?

SS8.7.1: Function of media in a democracy

## Standards Tables

### Inquiry Topic 1: The Philosophical Foundations of the United States Political System

Compelling Question: How do you know you have rights?

SS8.1.1 Natural rights Analyze the idea of natural rights and its roots to ancient Athens, the Roman Republic, Enlightenment thinkers, and Indigenous peoples	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are “natural rights” and in what ways did people in the past define them (even if they did not call them natural rights)?</li> <li>• What arguments did people make for the protection of natural rights?</li> <li>• How did ideas about natural rights influence important founding documents (<i>Declaration of Independence, Bill of Rights, Constitution of the United States</i>)?</li> <li>• Where do we see discussions of natural rights today?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the difference between natural rights v. legal rights</li> <li><b>Explain</b> the relationship between parts of the <i>Declaration of Independence, Bill of Rights, the Constitution of the United States</i>, and natural rights</li> <li><b>Analyze</b> the similarities and differences among Athenians’, Romans’, and members of the Haudenosaunee Confederacy’s views of the rights of individuals</li> <li><b>Analyze</b> enlightenment thinker views on equality, enslavement, women’s rights, education, habeas corpus, and protection from government</li> <li><b>Analyze</b> the efficacy of varying perspectives from figures during this period (e.g., John Locke, Jean Jacques Rousseau, James Otis, Phillis Wheatley, Mary Wollstonecraft)</li> <li><b>Analyze</b> discussions of natural rights today</li> </ol>											

<b>SS8.1.2 Civic participation</b> Argue what it meant to be civically engaged in the past and identify ways to participate today	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did people in the past define civic participation?</li> <li>• What did governments expect from their citizens?</li> <li>• What are the ways that individuals today can participate civically in addition to voting?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences among Athenians', Romans', members of the Haudenosaunee Confederacy, and British citizens' views on civic participation, civic duty/common good, citizenship and a citizen's responsibilities, and government organization, and <b>argue</b> the impacts on their societies</li> <li><b>Analyze</b> American founding documents' treatment of a citizen's responsibilities, who had access to citizenship, and who was denied access to civic participation</li> <li><b>Explain</b> ways students can participate in their communities today, <b>analyze</b> ways that young people have made contemporary contributions, and <b>argue</b> their impacts</li> </ol>											

<b>SS8.1.3 Constructing a rule of law</b> Argue the impact of influences from ancient Athens, the Roman Republic, 18 <sup>th</sup> century Britain, and Indigenous communities in constructing laws	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the purpose of government and how was the rule of law defined and implemented?</li> <li>● What forms of government and perspectives during this period influenced the American system of government?</li> <li>● Why did the American political system prioritize the separation of powers?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> different types of governments (e.g., democracy, oligarchy, monarchy)</li> <li>b. <b>Explain</b> the purpose of government and the concepts of rule of law as defined by other governments (e.g., Ancient Athens, Roman Republic, 18<sup>th</sup> century Britain, Indigenous communities)</li> <li>c. <b>Analyze</b> ways other forms of representative governments influenced the American system (e.g., Ancient Athens, Roman Republic, 18<sup>th</sup> century Britain, Indigenous governments)</li> <li>d. <b>Identify</b> important documents and perspectives during this period including but not limited to the Haudenosaunee Confederacy, the <i>Constitution of the United States</i>, the <i>Magna Carta</i>, the <i>Mayflower Compact</i>, and <b>argue</b> the ways they influenced the construction of a rule of law in United States government</li> <li>e. <b>Argue</b> the necessity of separation of powers in the American political system</li> </ol>											

## Inquiry Topic 2: The Development of the United States government

Compelling Question: How does the founding of the United States government reflect competing interests?

<b>SS8.2.1 The <i>Declaration of Independence</i></b> Argue whether the United States has lived up to the ideals written in the <i>Declaration of Independence</i> by considering the authors, signers, and their ideals	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>According to the signers of the <i>Declaration of Independence</i>, what did “liberty” mean in the era of the American Revolution, and who was left out of these ideals?</li> <li>What were the grievances laid out in the Declaration and what ideals did it promote?</li> <li>How do the terms “liberty” and “equality” relate?</li> <li>How did the signatories of the document reconcile their definition of liberty while continuing to own enslaved people?</li> <li>In what ways has the United States lived up to or fallen short of the ideals in the Declaration of Independence?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the definition of liberty according to the <i>Declaration of Independence</i></li> <li><b>Analyze</b> the grievances and ideals laid out in the <i>Declaration of Independence</i></li> <li><b>Analyze</b> the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories, and <b>argue</b> the effect that their perspectives had on their political views</li> <li><b>Analyze</b> events that were immediate influenced by the <i>Declaration of Independence</i> (e.g., French Revolution, Haitian Revolution, Grievance 27, continuation of slavery)</li> <li><b>Analyze</b> the ways that the United States has lived up to and fallen short of the ideals in the <i>Declaration of Independence</i>, and <b>argue</b> ways that individuals were left out of the ideas of liberty</li> <li><b>Identify</b> ways that students see the ideals of the <i>Declaration of Independence</i> represented in their lives</li> </ol>											

<p><b>SS8.2.2 The <i>Constitution of the United States and Bill of Rights</i></b> Analyze the events of the Constitutional Convention and the issues raised during the debates</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What can the <i>Federalist Papers</i> tell us about the debates within the Constitutional Convention?</li> <li>● How did the drafters of the <i>Constitution</i> resolve their differences on critical issues and what are the implications of those decisions?</li> <li>● What are the components of the <i>Constitution</i> and how do they impact life in the 21st century?</li> <li>● Why was the <i>Bill of Rights</i> added to the <i>Constitution</i> in 1791 and what does that tell us about life at the end of the 18th century?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the conflicts that lead to compromises during the 1787 Constitutional Convention (e.g., The Virginia Plan, The New Jersey Plan, the Connecticut Compromise, Shays’ Rebellion, Northwest Ordinance 1787, The Great Compromise, Rhode Island’s initial resistance to ratifying the <i>Constitution of the United States</i>) and <b>argue</b> the impact of those compromises</li> <li>b. <b>Analyze</b> the views of the leaders of the Constitutional Convention on critical issues (e.g., slavery, rights of individuals, distribution of political power, representation, rights of states) and how these issues were resolved in the proposed <i>Constitution</i></li> <li>c. <b>Analyze</b> the <i>Federalist Papers</i> and the Anti-Federalist responses and what they tell us about the new <i>Constitution</i> (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government) (Suggested <i>Federalist Papers</i> – 9, 10, 39, 51, 70, 78, 84)</li> <li>d. <b>Explain</b> the amendments in the <i>Bill of Rights</i>, and <b>analyze</b> why they were added to the <i>Constitution</i></li> <li>e. <b>Argue</b> the current challenges to and uses of the <i>Bill of Rights</i> (e.g., gun ownership, right to protest, right to online privacy, prayer in schools)</li> </ol>											

# Inquiry Topic 3: The Institutions of the United States Federal Government

Compelling Question: How do historical events and circumstances shift and shape the balance of power between the branches of government?

<p><b>SS8.3.1 The legislative branch</b> Argue the impact of Article I of the <i>Constitution of the United States</i> and the work of Congress with a focus on the critical issues that Congress is debating today</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What is Congress’ role?</li> <li>● What is the structure of the two houses of Congress?</li> <li>● How do people get elected to Congress?</li> <li>● What influences exist on Congressional decision making?</li> <li>● Which house of Congress is most effective?</li> <li>● How can an individual citizen participate in the legislative process?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the relationship between enumerated and implied powers</li> <li>b. <b>Explain</b> the structural components of Congress and its two houses (e.g., mechanics, specific powers, eligibility, and length of terms of members, how laws are passed)</li> <li>c. <b>Explain</b> the process for electing members to Congress</li> <li>d. <b>Identify</b> current legislative leaders for Rhode Island and <b>analyze</b> their positions/platforms</li> <li>e. <b>Argue</b> the importance and impact of recent issues brought before Congress (e.g., gun ownership, abortion, LGBTQIA+ rights, immigration)</li> <li>f. <b>Explain</b> the role of political parties and how they influence Congressional legislation</li> <li>g. <b>Explain</b> the relationships between legislators and professional lobbyists, and <b>analyze</b> the positive and negative effects that lobbying has on the legislative process (e.g., corporations, unions, nonprofit organizations, private citizens)</li> <li>h. <b>Analyze</b> ways that individual citizens can participate in the legislative process</li> </ol>											



<b>SS8.3.2 The executive branch</b> Argue the impact of Article II of the <i>Constitution of the United States</i> and how the power of the presidency has changed over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How has the role of the presidency changed over time?</li> <li>● How does the president interact with the other branches of government, and how has that interaction changed over time?</li> <li>● What are the factors that help presidents win elections?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the structure of the executive branch (e.g., cabinet, departments)</li> <li>b. <b>Explain</b> the structure of the presidency (e.g., how elected, requirements for office, specific powers, removal process)</li> <li>c. <b>Argue</b> how the scope and limits of the presidency (both foreign and domestic) has changed over time</li> <li>d. <b>Explain</b> the process of presidential elections, and <b>analyze</b> campaigns and how they have changed over time</li> <li>e. <b>Analyze</b> the role of the electoral college in presidential elections, and <b>argue</b> its impact in recent elections</li> <li>f. <b>Explain</b> the role and responsibilities of the Vice President</li> </ol>											

<b>SS8.3.3 The judicial branch</b> Argue the importance of the role of the Supreme Court and its influence on issues of today	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the role of the Supreme Court in democracy?</li> <li>● Why do justices have unlimited terms?</li> <li>● What is judicial review, and how does it work?</li> <li>● What makes a law or action unconstitutional and does that determination ever change?</li> <li>● How do rulings from the Supreme Court impact students' lives?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the structure of the judiciary (e.g., eligibility, length of service, selection, and confirmation process)</li> <li>b. <b>Analyze</b> the scope of the Supreme Court and important rulings, past and present</li> <li>c. <b>Analyze</b> how the Supreme Court has interpreted the <i>Bill of Rights</i> and Constitutional Amendments over time (e.g., due process of law, free speech, equal protection, protection against unreasonable search and seizure), and <b>argue</b> how their decisions impact society</li> <li>d. <b>Analyze</b> current cases before the Supreme Court, and <b>argue</b> how their decisions could affect students</li> </ol>											

<b>SS8.3.4 Checks and balances</b> Analyze the ways the branches of government provide checks on one another to limit the abuse of power	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How do checks and balances work together?</li> <li>● Why does the <i>Constitution of the United States</i> both grant power and limit it?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> how the three branches of government provide checks on one another, and <b>analyze</b> how effective those checks are</li> <li>b. <b>Explain</b> the <i>Constitution's</i> dual purpose – to enumerate power and to limit the abuse of power</li> </ol>											

# Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments

Compelling Question: What is the tension between popular sovereignty and the need for cooperation between levels of government?

<b>SS8.4.1 Local governments</b> Argue the current and historic impacts of the city or town government(s) local to students	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X		X	X	X			X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How and why does a local government serve its population?</li> <li>● How are different groups of people supported by the local city or town and what resources are offered?</li> <li>● What are local issues and how does the government respond?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the function, funding, leadership, and administration of local city or town government</li> <li>b. <b>Analyze</b> the treatment of different groups of people in the local city or town (e.g., the unhoused, senior citizens, unemployed) and the related resources offered, and <b>argue</b> how treatment and resources have impacted those groups</li> <li>c. <b>Analyze</b> important local issues (e.g., public schools, public services, housing, land use, business regulation) and governmental response, and <b>argue</b> how local responses have impacted these issues</li> <li>d. <b>Explain</b> ways people can create change in their local government (e.g., vote, petition, voice opinions at a hearing)</li> </ol>											

<b>SS8.4.2 Rhode Island state government</b> Argue the current and historic impact of the Rhode Island state government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X				X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the purpose of the state government?</li> <li>● How do states make laws?</li> <li>● How do different government agencies create, amend, and enforce policies?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the history of the Rhode Island Constitution (e.g., drafting, signing, amendments), and <b>analyze</b> the influence of the earlier Charter on the creation of the state constitution</li> <li>b. <b>Explain</b> the structure, organization, function, and responsibilities of Rhode Island’s General Assembly</li> <li>c. <b>Explain</b> the structure, organization, function, and responsibilities of Rhode Island’s executive branch</li> <li>d. <b>Explain</b> the structure, organization, function, and responsibilities of Rhode Island’s judiciary</li> <li>e. <b>Explain</b> how state government is funded</li> <li>f. <b>Analyze</b> important state issues (e.g., infrastructure, education, regulation of business, civil and criminal laws, land use) and governmental response, and <b>argue</b> how responses have impacted the issues</li> <li>g. <b>Explain</b> ways people can create change through Rhode Island government (e.g., vote, petition, protest, write a letter to a representative) and how the state Constitution can be amended</li> </ol>											

<b>SS8.4.3 Tribal governments</b> Argue the impact of the systems, practices, and values of tribal governments	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X			X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is tribal sovereignty?</li> <li>● How are tribal governments in or local to Rhode Island structured?</li> <li>● In what ways are tribal governments different from local or state governments?</li> <li>● How do the tribal governments in or local to Rhode Island support, sustain, and serve the people and the land?</li> <li>● How and why have the laws, treaties, and policies enacted by the United States government and Rhode Island local and state governments impacted local tribes?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the elements of sovereignty and how federal and state recognition of tribes is handled, and <b>argue</b> the impacts to Indigenous groups that are and are not state or federally recognized</li> <li>b. <b>Analyze</b> the diversity of tribal governments located in North America</li> <li>c. <b>Analyze</b> the tribal governments local to Rhode Island including their cultural practices, values, and experiences with colonization (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA)</li> <li>d. <b>Analyze</b> the systems, laws, and policies of tribal governments in and local to Rhode Island (e.g., constitutions, infrastructure, leadership, constituent’s rights and responsibilities, land use, economies), and <b>argue</b> the impacts on their constituents</li> </ol>											

<b>SS8.4.4 Government jurisdiction</b> Analyze what happens when jurisdictions overlap with opposing views and goals	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How and why are powers divided among different levels of government?</li> <li>● Where are the different powers recognized in the <i>Constitution of the United States</i>?</li> <li>● What happens when there is overlapping jurisdiction and opposing views and goals?</li> <li>● How is public policy made at different levels of government?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the similarities and differences among reserved, expressed, implied, and concurrent powers</li> <li>b. <b>Analyze</b> the relationships between different levels of government and their powers, and <b>argue</b> the impacts and who benefits</li> <li>c. <b>Analyze</b> the relationships between the Narragansett tribal and local and state governments and their powers, and <b>argue</b> the impacts of those relationships</li> <li>d. <b>Analyze</b> the process and goals for addressing issues with overlapping jurisdiction (e.g., health care, transportation, education, housing) including between local governments, Rhode Island state government, and tribal governments</li> <li>e. <b>Analyze</b> the development and implementation of public policy at each level of government</li> </ol>											

# Inquiry Topic 5: The *Constitution*, Amendments, and Supreme Court decisions

Compelling Question: Should it be easier to change the *Constitution*?

<p><b>SS8.5.1 Constitutional amendments, congressional bills, and executive orders</b></p> <p>Argue the historical significance of Federal laws enacted by Congress and the Executive branch to protect, expand, or limit individual rights</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How have federal laws helped expand individual rights?</li> <li>• How have federal laws limited individual rights?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> how congressional laws are passed</li> <li><b>Analyze</b> the purpose, procedure, and limits of executive orders</li> <li><b>Analyze</b> significant changes to the <i>Constitution</i> (e.g., 14<sup>th</sup> Amendment, 19<sup>th</sup> Amendment, 26<sup>th</sup> Amendment), and <b>argue</b> the impacts of those changes</li> <li><b>Analyze</b> the laws or executive orders expanding civil rights and equal protection for race, religion, gender, sexuality, and disability that demonstrate the evolving protections to civil rights (e.g., 1964 Civil Rights Act, 1965 Voting Rights Act, 1972 Title IX, 1972 Equal Employment Act, 1990 American with Disabilities Act, 2014 Executive Order 13672, 2022 Executive Order 14076), and <b>argue</b> their impacts</li> <li><b>Analyze</b> laws or executive orders that challenged civil rights by limiting individual rights (e.g., 1942 Executive order 9066, 1953 Executive order 10450), and <b>argue</b> their impacts</li> <li><b>Analyze</b> the implications of the “necessary and proper” clause to the <i>Constitution</i></li> </ol>											



<b>SS8.5.2 Judicial review</b> Analyze court decisions and interpretations that affected freedoms and citizen rights	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is judicial review and how does it work?</li> <li>● What makes a law or an action unconstitutional, and does that determination ever change?</li> <li>● How and why does the makeup of the Supreme Court influence the decisions?</li> <li>● How and why do court decisions impact individuals?</li> <li>● What is the impact of the doctrine of incorporation on states?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the process of judicial review established in <i>Marbury v. Madison</i> – how cases come before the Supreme Court, how they are argued, how the Court issues decisions and dissents</li> <li>b. <b>Analyze</b> the effects of major court interpretations addressing freedom of religion, assembly, press, petition, and speech under the first Amendment; the due process clause and the equal protection clause of the fourteenth Amendment; and cases where individual rights conflicted with community or national beliefs</li> <li>c. <b>Analyze</b> the impact of the doctrine of incorporation on states</li> </ol>											

# Inquiry Topic 6: Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

<b>SS8.6.1 Rights of a citizen</b> Argue the importance of the rights citizens hold in a democracy and what it means to protect those rights	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X				X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What does it mean to be a citizen in the United States and are there different types of citizenships?</li> <li>● What rights do citizens have in a democracy?</li> <li>● How and why are certain liberties restricted in a democratic process?</li> <li>● How and why do government actions impact individual rights?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the differences between the term “citizen” as it pertains to being an active and responsible participant in society as opposed to being a legal citizen as an individual with full rights under a particular system of government</li> <li>b. <b>Explain</b> the process for individuals to become legal citizens, and <b>analyze</b> how that is applied differently to groups</li> <li>c. <b>Explain</b> the history of when groups or individuals legally became citizens</li> <li>d. <b>Analyze</b> ways that individuals live in the United States as participatory citizens but not as legal citizens</li> <li>e. <b>Analyze</b> the difference between rights protected by the <i>Constitution of the United States</i> and other laws for all individuals living in the United States despite legal status (e.g., equity, tolerance, due process, freedom of speech, religion, and privacy) and those rights that apply only to legal citizens (e.g., voting, running for and holding elected office), and <b>argue</b> the impacts across different populations</li> <li>f. <b>Analyze</b> the freedoms for all individuals existing in civic, political, and private life despite legal citizenship (e.g., labor rights, children’s rights, cultural freedoms, religious freedoms, rights to subsistence, education, health care), and <b>argue</b> the impacts across different populations</li> <li>g. <b>Argue</b> ways that government actions help and hinder individual groups’ rights</li> </ol>											

<b>SS8.6.2 Responsibilities of a citizen</b> Analyze the importance of the responsibilities and obligations of a citizen and how people can participate in their communities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X					X		X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What responsibilities do individuals have in a democracy?</li> <li>● How can an individual participate in a democracy?</li> <li>● What is an individual's role in ensuring everyone has access to basic rights and protections?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the roles and expectations of all individuals in a democracy (e.g., paying taxes, obeying laws, military service, public service, voting, serving on a jury)</li> <li>b. <b>Explain</b> ways that every individual can actively participate in their local communities</li> </ol>											

<b>SS8.6.3 Political participation</b> Analyze the political process, how elections work, issues surrounding elections, and the ways people can get involved	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X	X			X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How do people get elected to public office?</li> <li>● In what ways does who is elected influence laws and policies?</li> <li>● What impact do political parties, polls, PACs, and lobbyists have on elections?</li> <li>● How can one serve in a campaign?</li> <li>● How can individuals participate in the political process?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> how to register to vote, find a polling place, and access voter information in Rhode Island</li> <li>b. <b>Analyze</b> the election process in Rhode Island, how that process differs in other states, and <b>argue</b> the ways that those different processes affect individuals (e.g., requirements for individuals, procedures, rules, regulations)</li> <li>c. <b>Explain</b> the role of primaries and the Electoral College</li> <li>d. <b>Explain</b> the methods of participation in elections (e.g., running for office, campaigning, lobbying, demonstrating, volunteering at polling places, voting, filing legal challenges)</li> <li>e. <b>Analyze</b> issues surrounding elections (e.g., redistricting, voter identification laws, campaign financing, campaign ads, voter turnout) and how they reflect voters' positions</li> <li>f. <b>Explain</b> career opportunities in public service at local, state, and federal levels</li> </ol>											

<b>SS8.6.4 Movements for Civil Rights</b> Argue the impacts individuals and groups have made towards securing civil rights in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What historical issues impacted communities leading to movements for rights?</li> <li>● What strategies did different groups use to fight for change</li> <li>● What were some of the people, organizations, and events in Rhode Island pertaining to these movements?</li> <li>● How did movements for equality build upon one another?</li> <li>● What inequalities exist today?</li> <li>● What role can students have in efforts for equality?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the concept of equal rights</li> <li>b. <b>Analyze</b> the strategies and outcomes of the African American, Latinx, Asian American and Pacific Islander, Indigenous, Women, LGBTQIA+, Immigrants, and Disability rights movements (e.g., root inequities, legal challenges, social movements, role of community leaders, efforts of ordinary people, any legal changes as a result of the movements, Rhode Island connections), and <b>argue</b> the impacts of the outcomes to different groups of people</li> <li>c. <b>Analyze</b> the cooperation between movements (e.g., school segregation legal challenges, Delano Grape Strike 1965, Section 504 Sit-in 1977), and <b>argue</b> the impacts of working together</li> <li>d. <b>Identify</b> civil rights issues that continue to exist today, <b>analyze</b> current debates surrounding these issues, and <b>argue</b> their position on one or more of the issues</li> <li>e. <b>Explain</b> ways students can contribute to efforts for equality</li> </ol>											

<b>SS8.6.5 Human rights and global citizenship</b> Argue the impacts individuals and groups have made in securing human rights globally	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What does the Universal Declaration of Human Rights address?</li> <li>● What role does the United Nations play in securing human rights?</li> <li>● How do organizations strive for human rights?</li> <li>● What human rights violations and interventions have occurred throughout the world?</li> <li>● What are current global issues?</li> <li>● How can people act as global citizens?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> what human rights are, <b>analyze</b> the elements of the Universal Declaration of Human Rights, and <b>argue</b> their impact globally</li> <li>b. <b>Explain</b> how the United Nations and other organizations (e.g., Human Rights Watch, Anti-Slavery International, Save the Children, Amnesty International) secure human rights across the globe, <b>analyze</b> their approaches, and <b>argue</b> their impacts globally</li> <li>c. <b>Analyze</b> human rights violations and genocides (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Rwandan genocide, human trafficking, child labor, modern slavery) and the ways nations and organizations intervene</li> <li>d. <b>Analyze</b> current global issues (e.g., climate change, disease, food insecurity), <b>explain</b> ways people as global citizens can be involved (e.g., volunteering, advocacy, educating others), and <b>argue</b> the potential impacts</li> </ol>											

# Inquiry Topic 7: Freedom of the Press and News/Media Literacy

Compelling Question: Does a free press support a democratic government?

<b>SS8.7.1 Function of media in a democracy</b> Argue the benefits and challenges of media in a democracy	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What is the purpose of a free press and who defines what a free press looks like?</li> <li>• In what ways is the press of today different from that of the past and how does that change the electorate’s relationship to it?</li> <li>• What are the effects of online media on the coverage of public affairs and current issues?</li> <li>• How do we know if a source is credible?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the idea of freedom of the press, its purpose, and its origins</li> <li><b>Explain</b> the role of the press, and <b>analyze</b> how that role has changed over time, and the responsibilities it has to the public</li> <li><b>Analyze</b> the function of news articles, news programs, websites, editorials, cartoons, advertisements, social media posts, and <b>argue</b> the impacts of those venues</li> <li><b>Argue</b> the benefits and challenges of digital news and social media</li> <li><b>Identify</b> methods for evaluating the credibility of online and print sources</li> </ol>											