

## HIGH SCHOOL – CIVICS

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In this course, students learn about the historical, cultural, and philosophical foundations of the United States government, grapple with the ideals and realities of civic participation, and debate the meanings of citizenship. Students also learn about local, state, and tribal governments, understand political parties, and how dissent and protest work in political systems and in the history of the United States. Students end the course looking beyond the United States to global human rights.

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

#### **Inquiry Topic 1: Government and the Concept of Citizenship**

**Compelling Question:** What does it mean to be a citizen?

SSHS.CVC.1.1: Earliest forms of government

SSHS.CVC.1.2: Governmental power and role

SSHS.CVC.1.3: Citizenship and obligations of citizens

#### **Inquiry Topic 2: Origins and Role of American Government**

**Compelling Question:** Did the *Constitution* fulfill the ideals of the *Declaration of Independence*?

SSHS.CVC.2.1: Ideological influences on the American Revolution

SSHS.CVC.2.2: Ideas expressed in *Common Sense* and the *Declaration of Independence*

SSHS.CVC.2.3: Structure, provisions, and limitations of the *Articles of Confederation*

SSHS.CVC.2.4: Creating the government of the new United States

#### **Inquiry Topic 3: The *Constitution of the United States* and *Bill of Rights***

**Compelling Question:** Did the *Bill of Rights* “fix” the *Constitution*?

SSHS.CVC.3.1: Influences on the *Constitution of the United States*

SSHS.CVC.3.2: The *Constitution* as a product of compromise

SSHS.CVC.3.3: The *Constitution* and slavery

SSHS.CVC.3.4: Civil rights and civil liberties

#### **Inquiry Topic 4: The Separation of Powers and the Three Branches of Government**

**Compelling Question:** Does the system of checks and balances always work?

SSHS.CVC.4.1: The concept and practice of checks and balances

SSHS.CVC.4.2: Role and powers of the legislative branch

SSHS.CVC.4.3: Role and powers of the executive branch

SSHS.CVC.4.4: Role and powers of the judicial branch

SSHS.CVC.4.5: State, local, and tribal governments

## **Inquiry Topic 5: Political Parties, Interest Groups, and Politics**

**Compelling Question:** Is partisanship inevitable?

SSHS.CVC.5.1: The emergence of political parties in the United States

SSHS.CVC.5.2: The role of political parties

SSHS.CVC.5.3: The role of political interest groups

SSHS.CVC.5.4: Participation of citizens

SSHS.CVC.5.5: Tactics to influence politics

## **Inquiry Topic 6: Elections and the Politics of Voting**

**Compelling Question:** Is the majority always right?

SSHS.CVC.6.1: Voting systems and their role in government

SSHS.CVC.6.2: Primary and general elections

SSHS.CVC.6.3: History of voting rights in the United States

SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting

## **Inquiry Topic 7: Dissent and Protest in Political Systems**

**Compelling Question:** Is protest patriotic?

SSHS.CVC.7.1: Legal basis of dissent and protest

SSHS.CVC.7.2: Historical examples of different forms of dissent and protest

SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies

## **Inquiry Topic 8: Human Rights and Global Citizenship**

**Compelling Question:** Do we have an obligation to other peoples and other nations?

SSHS.CVC.8.1: Meaning of “human rights”

SSHS.CVC.8.2: The role the United States plays in securing human rights

SSHS.CVC.8.3: The concept of “global citizenship”

## Standards Tables

### Inquiry Topic 1: Government and the Concept of Citizenship

Compelling Question: What does it mean to be a citizen?

<b>SSHS.CVC.1.1 Earliest forms of government</b> Analyze the history and philosophy of different forms of 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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What are examples of the governments that existed and still exist around the world and what kinds of power did/do those governments have?</li> <li>• What advantages and disadvantages do different types of governments have?</li> <li>• Why might people want to change their form of government?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purposes and uses of government</li> <li><b>Explain</b> structures of governments in ancient civilizations (e.g., Mesopotamia, Egypt, Greece, Rome, Ghana, Mali, China, India, Mesoamerica)</li> <li><b>Explain</b> structures of governments in modern societies</li> <li><b>Analyze</b> the advantages and disadvantages of each form of government (e.g., oligarchy, democracy, monarchy), and <b>argue</b> who benefits under each form</li> <li><b>Explain</b> the rationale and conditions for governmental change (e.g., elections, protests, insurrections, revolutions)</li> </ol>											

<b>SSHS.CVC.1.2 Governmental power and role</b> Analyze the functions of government and ways that governments provide services and benefits to the population they serve	<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									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who creates laws?</li> <li>● Who enforces laws?</li> <li>● Who interprets laws?</li> <li>● How do governments protect and serve their societies?</li> <li>● How is governmental power limited by societies?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the legislative function of government and checks upon it</li> <li>b. <b>Analyze</b> the executive function of government and checks upon it</li> <li>c. <b>Analyze</b> the judicial function of government and checks upon it</li> <li>d. <b>Analyze</b> governmental functions that protect and serve people, and <b>argue</b> the impact of those functions</li> <li>e. <b>Analyze</b> ways governmental power can be limited by societies, and <b>argue</b> who benefits from those limits</li> </ol>											

<b>SSHS.CVC.1.3 Citizenship and obligations of citizens</b> Argue how different definitions of citizenship and how to act as a citizen have impacted different people 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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How does the United States government define legal citizenship?</li> <li>● How have definitions of legal citizenship changed over time?</li> <li>● What are the obligations and responsibilities of citizenship?</li> <li>● What barriers prevent people from fully practicing citizenship?</li> <li>● When have citizenship rights been challenged in the past?</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 “citizenship” as it pertains to being an active and responsible participant in any community or group and legal citizenship</li> <li>b. <b>Analyze</b> the changes in how legal citizenship has been defined over time, and <b>argue</b> the impacts and who has benefited</li> <li>c. <b>Explain</b> the responsibilities of being an active and responsible participant in a community</li> <li>d. <b>Analyze</b> the barriers to full participation as citizens, and <b>argue</b> who benefits from them</li> <li>e. <b>Analyze</b> instances when citizenship has been challenged or denied, and <b>argue</b> who benefited</li> </ol>											

## Inquiry Topic 2: Origins and Role of American Government

Compelling Question: Did the *Constitution* fulfill the ideals of the *Declaration of Independence*?

<p><b>SSHS.CVC.2.1 Ideological influences on the American Revolution</b> Argue the impact of 18th century philosophical ideas about power and government on the American Revolution</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 were the political ideas of the Enlightenment?</li> <li>• How does “republicanism” differ from “democracy”?</li> <li>• How did the ideology of the revolution challenge the social and economic hierarchies of colonial society in North America?</li> <li>• What were the primary conflicts regarding the extent of governmental power during the creation of first the <i>Articles of Confederation</i> and later the <i>Constitution of the United States</i>?</li> <li>• Who participated in the creation of the government of the United States?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the ideas of Enlightenment figures (e.g., Hobbes, Locke, Rousseau, Voltaire, Montesquieu), and <b>argue</b> the impact of those ideas across societal groups</li> <li><b>Analyze</b> the components of republicanism and democracy, and <b>argue</b> who benefits from each</li> <li><b>Analyze</b> the impact of social and economic changes after the Revolutionary War, and <b>argue</b> who benefited</li> <li><b>Explain</b> the challenges to the government created under the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i></li> <li><b>Analyze</b> the social and economic status of the Founding Fathers, and <b>argue</b> their impacts to the creation of the United States</li> </ol>											

<b>SSHS.CVC.2.2 Ideas expressed in <i>Common Sense</i> and the <i>Declaration of Independence</i></b> Argue how the ideas in <i>Common Sense</i> and the <i>Declaration of Independence</i> led to a redefinition of the political relationships between the American colonies and Britain	<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>● Who was Thomas Paine and what were his main arguments in <i>Common Sense</i>?</li> <li>● What political crises led the American colonies to declare independence from Great Britain?</li> <li>● How did Thomas Jefferson shape the <i>Declaration of Independence</i>?</li> <li>● What does the <i>Declaration of Independence</i> claim about natural rights and the role 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 ideas expressed in <i>Common Sense</i>, and <b>argue</b> its impact</li> <li>b. <b>Explain</b> events leading to a declaration of independence from Britain (e.g., Stamp Act, Sugar Act, Tea Act, Townshend Acts, Boston Massacre)</li> <li>c. <b>Explain</b> Jefferson’s ideas about rights and responsibilities, and <b>analyze</b> how those compare with his personal life</li> <li>d. <b>Analyze</b> the perspectives on natural rights and the role of government outlined in the <i>Declaration of Independence</i>, and <b>argue</b> the impacts of those perspectives</li> </ol>											

<b>SSHS.CVC.2.3 Structure, provisions, and limitations of the <i>Articles of Confederation</i></b> Argue the impacts of the issues and challenges to the <i>Articles of Confederation</i>	<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 relationship did the <i>Articles of Confederation</i> establish between the states and the national government?</li> <li>● How did the <i>Articles of Confederation</i> limit the power of the national government?</li> <li>● How did Shays' Rebellion create a crisis under the <i>Articles of Confederation</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rights and responsibilities given to the states and the national government under the <i>Articles of Confederation</i>, and <b>argue</b> who benefited from them</li> <li>b. <b>Analyze</b> the limitations of the national government under the <i>Articles of Confederation</i>, and <b>argue</b> the impact of those limitations and who benefited from them</li> <li>c. <b>Analyze</b> the rationale for, and <b>argue</b> the impacts of Shays' Rebellion</li> </ol>											



<b>SSHS.CVC.2.4 Creating the government of the new United States</b> Argue the impacts of the challenges the founders faced to the creation of a new government under the <i>Constitution of the United States</i>	<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 federalism and why were the founders divided over that concept at the Constitutional Convention?</li> <li>● What were the arguments in <i>The Federalist Papers</i>, specifically <i>Federalist 10</i>?</li> <li>● What were the differences between the Virginia Plan and the New Jersey Plan?</li> <li>● Whose interests were represented at the Constitutional Convention and how are they reflected in the <i>Constitution</i>?</li> <li>● What were Rhode Island’s objections to the Constitutional Convention?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the definition of and the rationale for federalism, and <b>argue</b> who benefited from that system</li> <li>b. <b>Analyze</b> the arguments and rationales found in the <i>Federalist Papers</i>, and <b>argue</b> who benefited (Suggested <i>Federalist Papers</i> – 9, 10, 39, 51, 70, 78, 84)</li> <li>c. <b>Analyze</b> the distinctions between the Virginia and New Jersey plans, and <b>argue</b> who benefited under each plan</li> <li>d. <b>Analyze</b> the impact of the <i>Constitution</i> on different groups in American society, and <b>argue</b> who benefited</li> <li>e. <b>Analyze</b> the reasons why Rhode Island refused to send a delegate to the Constitutional Convention</li> </ol>											

# Inquiry Topic 3: The Constitution of the United States and Bill of Rights

Compelling Question: Did the *Bill of Rights* “fix” the *Constitution*?

<p><b>SSHS.CVC.3.1 Influences on the Constitution of the United States</b> Argue the impact of the structure of government and law established by the <i>Constitution of the United States</i> and <i>Bill of Rights</i></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									
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What is a representative government?</li> <li>• How do the ideas of the Enlightenment appear in the <i>Constitution</i>?</li> <li>• How did the Haudenosaunee Confederation influence the way government was established in the <i>Constitution</i>?</li> <li>• How did the <i>Constitution</i> reflect potential economic, regional, and social divisions?</li> <li>• What are the different sections of the <i>Constitution</i> and what structure does it create for the federal government?</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 rationale for components of representative government, and <b>argue</b> who benefits under that system</li> <li><b>Analyze</b> the influence of Enlightenment ideas on the <i>Constitution of the United States</i> (e.g., social contract, separation of powers)</li> <li><b>Explain</b> the influence of the Haudenosaunee Confederacy on the <i>Constitution</i></li> <li><b>Analyze</b> the validity of differing perceptions of the <i>Constitution</i>, and <b>argue</b> who benefited from each position</li> <li><b>Analyze</b> the elements of the <i>Constitution</i> and the structure of government they created, and <b>argue</b> its impact</li> </ol>											

<p><b>SSHS.CVC.3.2 The <i>Constitution</i> as a product of compromise</b></p> <p>Argue the impacts of the compromises that went into the passage of the <i>Constitution of the United States</i>, including the addition of the <i>Bill of Rights</i></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							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Who were the anti-federalists and what role did they have in shaping the <i>Constitution</i>?</li> <li>● What were the reasons that Rhode Island delayed its ratification of the <i>Constitution</i>?</li> <li>● What is the <i>Bill of Rights</i> and why was it added to the <i>Constitution</i>?</li> <li>● What omissions in the <i>Constitution</i> does the <i>Bill of Rights</i> address?</li> <li>● What is the amendment process and why was it built into the <i>Constitution</i>?</li> <li>● How does the <i>Constitution</i> and <i>Bill of Rights</i> provide tools to address inequality in the United States today?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the influences of the anti-federalists on the <i>Constitution</i></li> <li>b. <b>Analyze</b> the reasons for Rhode Island’s reluctance to ratify the <i>Constitution</i></li> <li>c. <b>Analyze</b> the rationale for and components of the <i>Bill of Rights</i>, and <b>argue</b> the impact and who benefited</li> <li>d. <b>Analyze</b> the relationship between the <i>Constitution</i> and the <i>Bill of Rights</i></li> </ol>											

<b>SSHS.CVC.3.3 The <i>Constitution</i> and slavery</b> Argue the impacts of how the authors of the <i>Constitution of the United States</i> handled the system of slavery	<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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did Enlightenment thinkers view the system of slavery?</li> <li>● What arguments around slavery emerged during the Constitutional Convention?</li> <li>● How is slavery addressed in the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the elements of Enlightenment thinking related to slavery, <b>analyze</b> the impact of that thinking, and <b>argue</b> who benefited</li> <li>b. <b>Analyze</b> the arguments among representatives at the Constitutional Convention over slavery</li> <li>c. <b>Analyze</b> the manner in which slavery is addressed in the <i>Constitution</i>, and <b>argue</b> the impact and who benefited from those decisions</li> <li>d. <b>Analyze</b> how the <i>Constitution</i> reinforced the system of slavery (e.g., the Three-Fifths Clause, the Importation Clause, the Slave Insurrection Clause, and the Fugitive Slave Clause)</li> </ol>											

<b>SSHS.CVC.3.4 Civil rights and civil liberties</b> Argue the impacts of interpreting and using the <i>Constitution of the United States</i> to expand freedom and opportunity	<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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the relationship between civil rights and civil liberties?</li> <li>● What challenges to civil rights have occurred in American history?</li> <li>● What challenges to civil liberties have occurred in American history?</li> <li>● What actions have expanded civil rights and liberties for Black Americans?</li> <li>● What actions have expanded civil rights and liberties for women?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the distinctions between civil rights and civil liberties</li> <li>b. <b>Analyze</b> challenges to civil rights (e.g., denial of voting rights to some groups, redlining) and <b>argue</b> their impacts</li> <li>c. <b>Analyze</b> challenges to civil liberties (e.g., segregation, the internment of Japanese Americans, discrimination against people based on their race, ethnicity, gender, sexual identity), and <b>argue</b> their impacts</li> <li>d. <b>Analyze</b> 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 <b>argue</b> the impacts</li> <li>e. <b>Analyze</b> 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 <b>argue</b> the impacts</li> </ol>											

# Inquiry Topic 4: The Separation of Powers and the Three Branches of Government

Compelling Question: Does the system of checks and balances always work?

<p><b>SSHS.CVC.4.1 The concept and practice of checks and balances</b></p> <p>Argue the ways the Enlightenment idea of checks and balances as a deterrent to tyranny influenced the <i>Constitution of the United States</i></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										
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did Montesquieu’s <i>The Spirit of the Laws</i> (1748) explain the concept of checks and balances?</li> <li>• How is the idea of checks and balances reflected in the structure of the national government?</li> <li>• How is the idea of checks and balances incorporated into the relationship between the state and national governments?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> Montesquieu’s rationale for check and balances in government</li> <li><b>Analyze</b> ways that checks and balances are instantiated in the structure of the national government, and <b>argue</b> the impacts of that inclusion</li> <li><b>Analyze</b> ways that checks and balances are instantiated between state and national governments, and <b>argue</b> the impacts of that inclusion</li> </ol>											

<b>SSHS.CVC.4.2 Role and powers of the legislative branch</b> Analyze the structure and role of the legislative branch of the national 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										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What functions define the legislative branch?</li> <li>● How does the role of the legislative branch differ in the formation of domestic and foreign policy?</li> <li>● How can the legislative branch check the power of the executive and judicial branches?</li> <li>● How have the powers of the legislative branch changed since the ratification of the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the functions of the legislative branch</li> <li>b. <b>Analyze</b> the distinctions in the roles played by the legislative branch in domestic and foreign policy</li> <li>c. <b>Analyze</b> the checks that the legislative branch exercises on the executive and judicial branches</li> <li>d. <b>Analyze</b> the changes in the power of the legislative branch over time</li> </ol>											

<b>SSHS.CVC.4.3 Role and powers of the executive branch</b> Analyze the structure and role of the executive branch of the national 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										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What functions define the executive branch?</li> <li>● How does the role of the executive branch differ in the formation of domestic and foreign policy?</li> <li>● How can the executive branch check the power of the legislative and judicial branches?</li> <li>● How have the powers of the executive branch changed since the ratification of the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the functions of the executive branch</li> <li>b. <b>Analyze</b> the distinctions in the roles of the executive branch in domestic and foreign policy</li> <li>c. <b>Analyze</b> the checks that the executive branch exercises on the legislative and judicial branches</li> <li>d. <b>Analyze</b> the changes in the power of the executive branch over time</li> </ol>											



<b>SSHS.CVC.4.4 Role and powers of the judicial branch</b> Analyze the structure and role of the judicial branch of the national 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										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What functions define the judicial branch?</li> <li>• How can the judicial branch check the power of the legislative and executive branches?</li> <li>• How have the powers of the judicial branch changed since the ratification of the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the functions of the judicial branch</li> <li>b. <b>Analyze</b> the checks that the judicial branch exercises on the legislative and executive branches (e.g., judicial review, impeachment)</li> <li>c. <b>Analyze</b> the changes in the power of the judicial branch over time</li> </ol>											

<b>SSHS.CVC.4.5 State, local, and tribal governments</b> Analyze other governmental systems of the United States, including state, local, and tribal governments, and their interactions with each other and the federal 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									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How does Article IV of the <i>Constitution of the United States</i> explain the powers of states?</li> <li>● How are the powers of local governments explained in the <i>Constitution of the United States</i>?</li> <li>● How does the United States federal government recognize the sovereignty of Indigenous tribal governments, and how are those governments structured?</li> <li>● How does the concept of territorial sovereignty, the plenary power doctrine, and the federal government's duty to protect Indigenous peoples define tribal governmental powers?</li> <li>● How do local, state, and tribal governments interact?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the powers of state governments as explained in the <i>Constitution of the United States</i></li> <li>b. <b>Explain</b> the powers of local governments as explained in the <i>Constitution of the United States</i> and the <i>Bill of Rights</i></li> <li>c. <b>Explain</b> the definition of sovereignty and the role of federal and state recognition of tribes</li> <li>d. <b>Explain</b> the powers and structures of tribal governments</li> <li>e. <b>Analyze</b> 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)</li> <li>f. <b>Analyze</b> the relationships between different levels of government and their powers</li> <li>g. <b>Analyze</b> the relationships between the Narragansett tribal and local and state governments and their powers</li> </ol>											

# Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Compelling Question: Is partisanship inevitable?

<p><b>SSHS.CVC.5.1 The emergence of political parties in the United States</b> Argue the impacts of the ways that Americans have fought for greater control of the political system throughout history</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						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What did the <i>Federalist Papers</i> say about factions in government?</li> <li>• What were the First and Second Party Systems?</li> <li>• How have political parties changed over time?</li> <li>• How have third parties challenged the two-party system throughout American history?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the various perspectives on governmental factions in the <i>Federalist Papers</i>, and <b>argue</b> the impacts of those views</li> <li><b>Analyze</b> the distinctions between the First and Second Party Systems, and <b>argue</b> the impact of each</li> <li><b>Analyze</b> the changes in nature and conditions of political parties over time, and <b>argue</b> their impacts and who benefited</li> <li><b>Analyze</b> the rationale for and third-party challenges (e.g., Theodore Roosevelt, Robert La Follette, Strom Thurmond, George Wallace, Ross Perot), and <b>argue</b> the impact of those challenges</li> </ol>											

<b>SSHS.CVC.5.2 The role of political parties</b> Argue the impacts of party platforms and partisanship on the United States political party system	<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>● What is a party platform?</li> <li>● How do Americans participate in political parties?</li> <li>● Who do current political parties represent?</li> <li>● What is partisanship?</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 and functions of political parties</li> <li>b. <b>Analyze</b> the nature of party platforms, <b>identify</b> examples, and <b>argue</b> the impacts on the political system</li> <li>c. <b>Analyze</b> the demographics of major and minor political parties in the United States today</li> <li>d. <b>Analyze</b> the nature of partisanship, <b>identify</b> examples, and <b>argue</b> the impacts on the political system and who benefits</li> </ol>											

<b>SSHS.CVC.5.3 The role of political interest groups</b> Argue the ways that political interest groups influence policy and have gained power 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							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What is the purpose of an interest group?</li> <li>• What are the different types of interest groups?</li> <li>• What tactics and strategies do interest groups use to influence public policy?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purpose of a political interest group</li> <li><b>Analyze</b> the agendas of interest groups (e.g., public, economic, religious, ideological), and <b>argue</b> their impacts</li> <li><b>Analyze</b> the approaches interest groups use to influence public policy (e.g., engage politicians, engage media, lobby, donate to campaigns), and <b>argue</b> their impacts</li> </ol>											

<b>SSHS.CVC.5.4 Participation of citizens</b> Argue the impacts people can have on the American political system by becoming involved with political parties, interest groups, and politics	<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>● Why do people become involved in political parties, interest groups, and other political organizations?</li> <li>● What are the ways people get involved in politics on local and national levels?</li> <li>● What barriers exist that prevent people from participating in the American political system?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the reasons why people become politically involved</li> <li>b. <b>Explain</b> opportunities to become politically involved, and <b>argue</b> the impacts of that involvement</li> <li>c. <b>Analyze</b> barriers to becoming politically involved (e.g., voting restrictions, intimidation, lack of support) and resistance to those barriers</li> </ol>											

<b>SSHS.CVC.5.5 Tactics to influence politics</b> Argue the impacts people can have when they use political processes outside of the governmental system to effect change	<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 role of money in politics?</li> <li>● What is the role of the media in politics?</li> <li>● What is the role of polling in politics?</li> <li>● How do laws attempt to regulate the influence of financial donors on elections?</li> <li>● What historical examples exist of people successfully affecting change in the political system outside of voting?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> how money is used to influence politics, and <b>argue</b> who benefits</li> <li>b. <b>Analyze</b> how media influences politics, and <b>argue</b> who benefits</li> <li>c. <b>Explain</b> the role of polling in politics</li> <li>d. <b>Analyze</b> the rationale for laws regulating the use of money to influence politics, and <b>argue</b> the impact of those laws</li> <li>e. <b>Analyze</b> methods people have used to influence politics (e.g., the Civil Rights Movement’s marches, sit-ins), and <b>argue</b> their impact on effecting change</li> </ol>											

# Inquiry Topic 6. Elections and the Politics of Voting

Compelling Question: Is the majority always right?

<p><b>SSHS.CVC.6.1 Voting systems and their role in government</b> Analyze the different types of voting systems and how people vote</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									
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are the different kinds of voting electoral systems?</li> <li>• What is the process of voter registration?</li> <li>• What is the concept of electoral integrity?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences among voting systems (e.g., plurality, majority, proportional), and <b>argue</b> the advantages and disadvantages of each</li> <li><b>Explain</b> the conditions and process of registering to vote (e.g., eligibility and debates about eligibility)</li> <li><b>Analyze</b> the international principles of electoral integrity, and <b>argue</b> who benefits from them</li> </ol>											



<b>SSHS.CVC.6.2 Primary and general elections</b> Explain the functions of primary and general elections 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									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What is the purpose of primary elections and how do they vary?</li> <li>• What is the purpose of a general election?</li> <li>• How are elections monitored and reported?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purposes of different kinds of primary elections (e.g., open, closed, blanket)</li> <li><b>Explain</b> the purposes of general elections</li> <li><b>Explain</b> approaches to monitoring elections and reporting of results, and <b>analyze</b> debates questioning the integrity these processes</li> </ol>											

<b>SSHS.CVC.6.3 History of voting rights in the United States</b> Argue the impact of the political marginalization of different groups in American history	<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>• How have requirements for voting changed over time?</li> <li>• How have groups been barred from voting based on their identities?</li> <li>• How have different groups fought for voting rights in American history?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the historical changes in voting requirements (e.g., property ownership including the Dorr Rebellion in Rhode Island, religion, gender, race), and <b>argue</b> who has benefited from them</li> <li><b>Analyze</b> the legal and extra-legal approaches to restricting voting, and <b>argue</b> the impacts of those approaches</li> <li><b>Analyze</b> the similarities and differences in approaches groups have taken to fight for voting rights, and <b>argue</b> their impacts</li> </ol>											

<b>SSHS.CVC.6.4 Contemporary controversies surrounding elections and voting</b> Argue the short- and long- term implications of voter turnout and participation on the outcomes of the political process	<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>● What factors affect voter turnout?</li> <li>● What are the major historical voting patterns?</li> <li>● What is gerrymandering and how can it influence elections?</li> <li>● What issues around voting have emerged in the recent past?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> voting behavior and patterns of voting, and <b>argue</b> what influences the behavior and the impacts of that behavior on outcomes (e.g., on elections, on decisions over controversial issues)</li> <li>b. <b>Analyze</b> patterns of voting over time, and <b>argue</b> the impacts changes in patterns have had on outcomes</li> <li>c. <b>Analyze</b> gerrymandering, and <b>argue</b> its effects on outcomes and who benefits</li> <li>d. <b>Analyze</b> 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 <b>argue</b> a stance on an issue</li> </ol>											

# Inquiry Topic 7: Dissent and Protest in Political Systems

Compelling Question: Is protest patriotic?

<b>SSHS.CVC.7.1 Legal basis of dissent and protest</b> Argue the justifications for protest movements 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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How does freedom of speech provide a legal basis for the right to protest and dissent?</li> <li>● How does freedom of assembly provide a legal basis for the right to protest and dissent?</li> <li>● How does the right to petition provide a legal basis for the right to protest and dissent?</li> <li>● How does the Fourteenth Amendment provide a legal basis for the rights to protest and dissent?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Argue</b> justifications for protest and dissent based on freedom of speech</li> <li>b. <b>Argue</b> justifications for protest and dissent based on freedom of assembly</li> <li>c. <b>Argue</b> justifications for protest and dissent based on the right to petition</li> <li>d. <b>Argue</b> justifications for protest and dissent based on the Fourteenth Amendment</li> </ol>											

<b>SSHS.CVC.7.2 Historical examples of different forms of dissent and protest</b> Argue the impacts of Americans who have acted to address social inequalities in the past	<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 did people work toward the goal of abolition?</li> <li>• How did people work toward the goal of equal rights for women?</li> <li>• How did people work toward the goal of labor rights for workers?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the approaches taken by people working for the abolition of slavery, and <b>argue</b> the impact of those efforts</li> <li><b>Analyze</b> approaches taken by people working for women’s rights, and <b>argue</b> the impact of those efforts</li> <li><b>Analyze</b> approaches taken by people working for the rights of laborers, and <b>argue</b> the impact of those efforts</li> </ol>											

<b>SSHS.CVC.7.3 Contemporary issues of disagreement with laws and policies</b> Explain the ways Americans have tried to assert control over the political system	<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 issues are Americans debating today?</li> <li>• What are the different perspectives on those issues?</li> <li>• How do Americans express their perspectives on those issues?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> a range of contemporary issues (e.g., mass incarceration, gun ownership, affordable housing, immigration)</li> <li><b>Analyze</b> the varied perspectives on them</li> <li><b>Analyze</b> options for and the approaches taken to resolve those issues</li> <li><b>Argue</b> a position on one or more of the issues</li> </ol>											

# Inquiry Topic 8: Human Rights and Global Citizenship

Compelling Question: Do we have an obligation to other peoples and other nations?

<b>SSHS.CVC.8.1 Meaning of “human rights”</b> Argue the impact of international agreements to support global human 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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the Universal Declaration of Human Rights?</li> <li>● How has the Universal Declaration of Human Rights affected the foreign policy of the United States?</li> <li>● How do the United Nations and World Court support human rights?</li> <li>● What extra-governmental organizations exist to fight for human rights?</li> <li>● How is international law enforced?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the components of the Universal Declaration of Human Rights, and <b>argue</b> who benefits</li> <li>b. <b>Analyze</b> the influences of the Universal Declaration of Human Rights on U.S. foreign policy</li> <li>c. <b>Analyze</b> the functions of the United Nations and World Court in terms of human rights in particular, and <b>argue</b> who benefits</li> <li>d. <b>Explain</b> extra-governmental organizations’ (e.g., Amnesty International, Human Rights Watch) efforts to foster human rights and <b>argue</b> their impacts</li> <li>e. <b>Analyze</b> responsibilities for and process of enforcing international law, and <b>argue</b> who benefits</li> </ol>											

<p><b>SSHS.CVC.8.2 The role the United States plays in securing human rights</b></p> <p>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</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						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Who decides how to allocate the resources of the United States?</li> <li>● What is the history of American involvement in the affairs of other nations regarding human rights?</li> <li>● How has the United States responded to incidents of genocide?</li> <li>● What is the United States' own history of genocide?</li> <li>● What are the political, social, and economic influences on foreign involvement?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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 <b>argue</b> their impacts</li> <li>b. <b>Analyze</b> the rationales for and U.S. interventions around human rights and genocides in other countries (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Somalian genocide, Darfur genocide, Rwandan genocide), and <b>argue</b> their impacts</li> <li>c. <b>Analyze</b> genocides in the United States (e.g., both physical and cultural genocides of Indigenous peoples), and <b>argue</b> the impact</li> <li>d. <b>Analyze</b> the rationale for foreign intervention (e.g., the United States' involvement in the politics of Vietnam, Western Asia (Middle East), and other countries), and <b>argue</b> the impacts of those interventions</li> </ol>											



<b>SSHS.CVC.8.3 The concept of “global citizenship”</b> Argue the impacts of becoming increasingly connected to the people of other nations	<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>● What issues connect people across the globe?</li> <li>● How are local issues connected to the wider world?</li> <li>● How can individuals and groups help build global citizenship?</li> <li>● Why is it important to learn to work with other people?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> issues that cross national and cultural boundaries (e.g., climate change, disease, human trafficking), and <b>argue</b> their impact</li> <li>b. <b>Analyze</b> local issues that connect with global concerns (e.g., food insecurity, mental health, ecological issues), and <b>argue</b> their impact</li> <li>c. <b>Explain</b> opportunities for people to become involved in issues beyond the United States (e.g., volunteering for organizations like Peace Corps, using career skills to work for organizations like Doctors Without Borders), and <b>argue</b> the potential impacts</li> <li>d. <b>Explain</b> other ways to act as responsible citizens of the globe, and <b>argue</b> the potential impacts</li> </ol>											