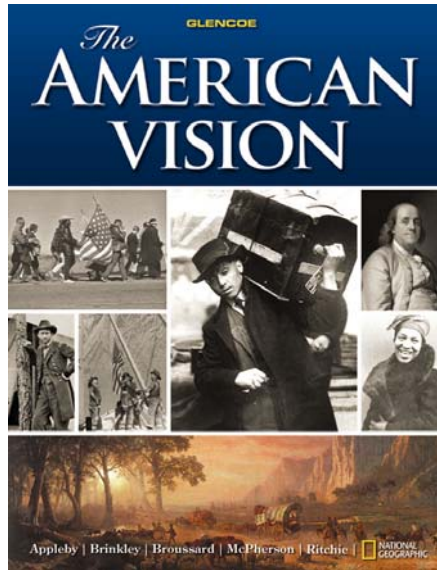


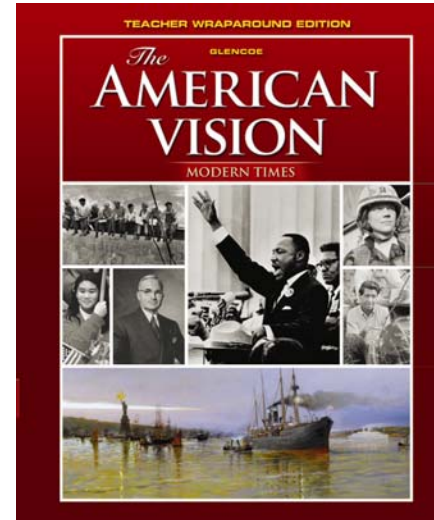


Draft Grade Span Expectations
For Government & Civics
and Historical Perspectives
HS Proficiency & HS Extended Learning



The
**AMERICAN
VISION**

© 2008



The
**AMERICAN
VISION**

MODERN TIMES

© 2008

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
RI Government & Civics Strand		
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.		
GSEs for HS Proficiency		
G&C 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by ...		
a. <u>describing or explaining competing ideas about the purposes and functions of politics and government</u>	Student Edition: 27, 29, 60-61, 86-87, 154-159, 182, 673, 843, 968-970 <i>Infographic</i> 672, 842 <i>Primary Source</i> 87 Teacher Wraparound Edition: C 843, 973; PH 60; RS 157; SP 969	Student Edition: 34-41, 78, 82, 99, 445, 615, 740-742 <i>Infographic</i> 38-39, 79, 444, 614 <i>Primary Source</i> 35 Teacher Wraparound Edition: C 41, 615, 745; CT 37, 38; SP 79, 741
b. comparing and contrasting different forms of government <u>and their purposes</u>	Student Edition: 30-33, 682-687, 760-765, 990-998, 1036-1041 <i>Critical Thinking</i> 1041 #4 <i>National Geographic</i> 683 Teacher Wraparound Edition: CT 30, 762; RS 684; WS 991	Student Edition: 8-13, 105-107, 454-459, 532-537, 762-770, 808-813 <i>Critical Thinking</i> 13 #6, 813 #4 <i>National Geographic</i> 455 Teacher Wraparound Edition: Ac 109; CT 534; RS 11, 456; WS 763

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
c. <u>explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic)	Student Edition: 30-33, 682-687, 760-765, 990-998, 1011-1012, 1036-1041 <i>Critical Thinking</i> 1041 #4 <i>Debates in History</i> 1010-1011 <i>National Geographic</i> 683 Teacher Wraparound Edition: CT 30, 762; RS 684; WS 991	Student Edition: 8-13, 105-107, 454-459, 532-537, 762-770, 783-784, 808-813 <i>Critical Thinking</i> 13 #6, 813 #4 <i>Debates in History</i> 782-783 <i>National Geographic</i> 455 Teacher Wraparound Edition: Ac 109; CT 534; RS 11, 456; WS 763
d. <u>distinguishing between the rule of law and the “rule of men”</u> (i.e., <i>Korematsu v. U.S.</i> and Japanese internment during WWII)	Student Edition: 108-109, 170, 732 <i>Analyzing Supreme Court Cases</i> 171, 733 Teacher Wraparound Edition: T 171, 733; WS 732	Student Edition: 38-39, 82-83, 504 <i>Analyzing Supreme Court Cases</i> 505 <i>Critical Thinking</i> 83 #4 Teacher Wraparound Edition: T 505; WS 504
G&C 1 (9-12) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...		
a. <u>identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security)	Student Edition: 478, 732, 734-735, 841, 857, 866, 916, 1040-1041 <i>Analyzing Supreme Court Cases</i> 733 <i>Turning Point</i> 360-361 Teacher Wraparound Edition: C 857; CT 478, 734, 866; T 733; WS 732	Student Edition: 143, 250, 504, 506-507, 613, 629, 638, 688, 812-813 <i>Analyzing Supreme Court Cases</i> 505 <i>Turning Point</i> 142-143 Teacher Wraparound Edition: C 629; CT 143, 250, 506, 638; T 505; WS 504

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>explaining how political authority is obtained and legitimized</u> DOK 2	<p>Student Edition: 162-167, 455, 522, 1033, 1034, 1048-1049 <i>Critical Thinking</i> 455 #5 <i>Past & Present</i> 224-225 <i>Primary Sources</i> 522-523 <i>Turning Point</i> 166</p> <p>Teacher Wraparound Edition: CT 522; EC 166; RS 1034</p>	<p>Student Edition: 80-81, 96-97, 227, 294, 805, 806, 820-821 <i>Critical Thinking</i> 227 #5 <i>Past & Present</i> 96-97 <i>Primary Source</i> 294-295 <i>Turning Point</i> 81</p> <p>Teacher Wraparound Edition: CT 294; RS 806; TP 81</p>
c. <u>examining the historical origins of power and how that power has been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, "regime of truth")	<p>Student Edition: 46-47, 108, 285-287, 292, 1011-1012 <i>Infographic</i> 108 <i>Main Ideas</i> 47 #3 <i>People in History</i> 40 <i>Political Cartoon</i> 285</p> <p>Teacher Wraparound Edition: CT 285, 1011; DI 108</p>	<p>Student Edition: 21, 34, 37, 38-39, 107, 783-784 <i>Infographic</i> 38 <i>People in History</i> 20</p> <p>Teacher Wraparound Edition: CT 20, 37, 783; RS 113</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.		
G&C 2 (9-12) –1 Students demonstrate an understanding of United States government (local, state, national) by...		
a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u>	Student Edition: 828-829, 918-919, 954-955, 986-97 <i>Analyzing Supreme Court Cases</i> 171, 531, 559, 733, 827, 853 <i>Chart</i> 828 Teacher Wraparound Edition: T 171, 531, 559, 733, 827, 853; WS 828	Student Edition: 82-83, 601, 690-691, 726-727, 758-759 <i>Analyzing Supreme Court Cases</i> 303, 331, 505, 599, 625 <i>Chart</i> 600 <i>Critical Thinking</i> 83 #4 Teacher Wraparound Edition: T 303, 331, 505, 599, 625; WS 600
b. <u>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</u> DOK 3, 4	Student Edition: 104-109, 120-129, 130-149 <i>Critical Thinking</i> 109 #6 <i>Infographic</i> 108, 122-123, 124-125, 126-127 Teacher Wraparound Edition: C 129; CT 121, 131; RS 125; WS 106	Student Edition: 34-41, 46-55, 57-75 <i>Infographic</i> 38, 48-49, 52 Teacher Wraparound Edition: CT 37, 47, 57; RS 39, 48; SP 65, 68
c. <u>identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) or other political institutions (e.g., access to the U.S. political process)	Student Edition: 167, 224-225, 474-475, 536-537, 651, 824-825, 1032-1034 <i>Past & Present</i> 224-225 <i>Political Cartoon</i> 303 <i>Turning Point</i> 166, 223, 474 Teacher Wraparound Edition: C 474; CT 224; RS 1032; SP 537	Student Edition: 80-81, 96-97, 105-106, 108, 112, 122-124, 246-247, 308-309, 423, 596-597, 804-806 <i>Past & Present</i> 96-97 <i>Political Cartoon</i> 123 <i>Turning Point</i> 81, 246 Teacher Wraparound Edition: C 247; RS 806; SP 108, 309; TP 81

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
d. <u>critically examining the principles, traditions, and precedents of American constitutional government</u> DOK 3	Student Edition: 104-109, 120-129, 130-149 <i>Infographic</i> 108, 122-123, 124-125, 126-127 <i>Main Ideas</i> 129 #3 <i>Writing About History</i> 109 Teacher Wraparound Edition: C 129; CT 121, 131; RS 125	Student Edition: 34-41, 57-75, 46-48 <i>Infographic</i> 38, 48-49 <i>Main Ideas</i> 55 #3 <i>Writing About History</i> 41 Teacher Wraparound Edition: C 40; CT 37, 47, 60, 63
G&C 2 (9-12) –2 Students demonstrate an understanding of the democratic values and principles underlying the US government by...		
a. <u>interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence</i>, <i>U.S. Constitution</i>, and other documents</u> (e.g., <i>RI Constitution</i> , <i>Seneca Falls Declaration of Sentiments & Resolutions</i> , Supreme Court decisions, <i>Pledge of Allegiance</i>)	Student Edition: 28, 72, 73, 74-77, 130-149, 241, R38-R57 <i>Critical Thinking</i> 33 #7 <i>Primary Source</i> 240 <i>Main Ideas</i> 241 #3 <i>Turning Point</i> 72 Teacher Wraparound Edition: CT 132; DI 72; SP 77	Student Edition: 27, 30-33, 57-75, 101-102, R38-R57 <i>Primary Source</i> 101 Teacher Wraparound Edition: CT 31, 58; DI 61; RS 67, 101; SP 32; WS 32
b. <u>analyzing the inherent challenges involved in balancing majority rule and minority rights</u>	Student Edition: 122, 127-128, 478, 524, 541, 659, 810, 829 <i>National Geographic</i> 362 <i>Turning Point</i> 360-361 Teacher Wraparound Edition: C 659; CT 128, 362; RS 885	Student Edition: 48, 53-54, 137, 142-145, 250, 296, 313, 431, 582 <i>National Geographic</i> 144 <i>Turning Point</i> 142-143 Teacher Wraparound Edition: C 431; CT 54; EC 144; RS 657; TP 142; WS 54

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
c. <u>identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination)	<p>Student Edition: 446-447, 541, 659, 732, 850-852, 854-857, 870-872 <i>Analyzing Supreme Court Cases</i> 733 <i>Political Cartoon</i> 446, 605</p> <p>Teacher Wraparound Edition: C 659; CT 446; T 733; WS 605, 732, 831</p>	<p>Student Edition: 218-219, 313, 376-378, 431, 504, 622-624, 626-629, 642-646 <i>Analyzing Supreme Court Cases</i> 505 <i>Political Cartoon</i> 218, 377</p> <p>Teacher Wraparound Edition: C 431; CT 218; T 505; WS 377, 504, 603</p>
d. <u>discussing different historical understandings/perspectives of democracy</u>	<p>Student Edition: 164-167, 522-523, 527, 540-541, 841-843, 885 <i>Critical Thinking</i> 541 #5 <i>Debates in History</i> 664-665 <i>Primary Source</i> 522-523</p> <p>Teacher Wraparound Edition: CT 522</p>	<p>Student Edition: 80, 294-295, 299, 312-313, 613-615, 657 <i>Critical Thinking</i> 313 #5 <i>Debates in History</i> 436-437 <i>Primary Source</i> 294-295</p> <p>Teacher Wraparound Edition: CT 294; RS 80</p>
G&C 3: In a democratic society all people have certain rights and responsibilities.		
G&C 3 (9-12) –1		
Students demonstrate an understanding of citizens' rights and responsibilities by...		
a. <u>comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i></u> (e.g., flag burning and the first Amendment)	<p>Student Edition: 111, 113, 114, 141-142, 154-155, 558, 829, 911-912 <i>Analyzing Supreme Court Cases</i> 559, 901 <i>Infographic</i> 155</p> <p>Teacher Wraparound Edition: T 559, 601</p>	<p>Student Edition: 39, 40-41, 53-54, 67-68, 78, 79, 330, 601, 683-684 <i>Analyzing Supreme Court Cases</i> 331, 673 <i>Infographic</i> 79</p> <p>Teacher Wraparound Edition: SP 79; R 331, 673 WS 54</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>comparing and contrasting human rights provided for in various seminal documents or materials</u> (e.g., <i>Declaration of the Rights of Man, Universal Declaration of Rights, International Convention on the Rights of the Child</i> , and other international documents)	<p>Student Edition: 361, 478, 752, 753, 841, 857, 866, 875, 916 <i>Critical Thinking</i> 875 #5 <i>Turning Point</i> 360-361</p> <p>Teacher Wraparound Edition: Ac 360; C 857</p>	<p>Student Edition: 143, 250, 524, 525, 613, 629, 638, 647, 688 <i>Critical Thinking</i> 647 #5</p> <p>Teacher Wraparound Edition: C 629; DI 143</p>
c. <u>evaluating</u> , taking, and defending positions regarding the personal and civic responsibilities of individuals	<p>Student Edition: 128-129, 560-561, 840 <i>Past & Present</i> 840-841</p> <p>Teacher Wraparound Edition: CT 840; RS 560; WS 128</p>	<p>Student Edition: 54-55, 332-333, 612 <i>Critical Thinking</i> 55 #4 <i>Past & Present</i> 612-613</p> <p>Teacher Wraparound Edition: CT 612; RS 332; WS 54</p>
d. <u>analyzing the scope and limits of personal, cultural, economic, or political rights</u> (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) DOK 3	<p>Student Edition: 558, 673, 797, 799, 911-912, 925 <i>Analyzing Supreme Court Cases</i> 559, 901</p> <p>Teacher Wraparound Edition: T 559, 901</p>	<p>Student Edition: 80, 330, 445, 569, 571, 683-684, 697 <i>Analyzing Supreme Court Cases</i> 331, 673</p> <p>Teacher Wraparound Edition: T 331, 673</p>
e. <u>describing the criteria used for admission to citizenship in the US</u>	<p>Student Edition: 361, 403, 503</p> <p>Teacher Wraparound Edition: CT 402; SP 134</p>	<p>Student Edition: 143, 175, 275</p> <p>Teacher Wraparound Edition: CT 143, 174; SP 60</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 3 (9-12) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...		
a. <u>identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights</u>	Student Edition: 446-447, 541, 659, 732, 850-852, 854-857, 870-872 <i>Analyzing Supreme Court Cases</i> 733 <i>Political Cartoon</i> 446, 605 Teacher Wraparound Edition: C 659; CT 446; T 733; WS 605, 732, 831	Student Edition: 218-219, 313, 376-378, 431, 504, 622-624, 626-629, 642-646 <i>Analyzing Supreme Court Cases</i> 505 <i>Political Cartoon</i> 218, 377 Teacher Wraparound Edition: C 431; CT 218; T 505; WS 377, 504, 603
b. <u>accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boy/buycotting)	Student Edition: 850-852, 854-857, 864, 866-867, 925 <i>Critical Thinking</i> 857 #6 <i>Primary Source</i> 924 <i>Turning Point</i> 854-855 Teacher Wraparound Edition: DI 852; RS 854; WS 855	Student Edition: 24, 26, 622-624, 626-627, 636, 638-639, 697 <i>Critical Thinking</i> 629 #6 <i>Primary Source</i> 696 <i>Turning Point</i> 626-627 Teacher Wraparound Edition: Ac 24; DI 624; RS 626; SP 24; WS 627
c. <u>describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u>	Student Edition: 850-852, 854-857, 864, 866-867, 925 <i>Critical Thinking</i> 857 #6 <i>Primary Source</i> 924 <i>Turning Point</i> 854-855 Teacher Wraparound Edition: DI 852; RS 854; WS 855	Student Edition: 24, 26, 622-624, 626-627, 636, 638-639, 697 <i>Critical Thinking</i> 629 #6 <i>Primary Source</i> 696 <i>Turning Point</i> 626-627 Teacher Wraparound Edition: Ac 24; DI 624; RS 626; SP 24; WS 627

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
d. <u>identifying and explaining ways individuals and groups have exercised their rights in order to transform society</u> (e.g., Civil Rights Movement, women's suffrage)	Student Edition: 850-852, 854-857, 858-867, 870-875, 914-919 <i>Analyzing Primary Sources</i> 868-869 <i>Analyzing Supreme Court Cases</i> 853 <i>Primary Source</i> 859 Teacher Wraparound Edition: CT 859, 923; RS 852, 854, 872; T 853	Student Edition: 622-624, 626-629, 630-639, 642-647, 686-691, 692-697 <i>Analyzing Primary Sources</i> 640-641 <i>Analyzing Supreme Court Cases</i> 625 <i>Primary Source</i> 631, 687 Teacher Wraparound Edition: CT 631, 695; RS 624, 626, 644; T 625
e. participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive)	Teacher Wraparound Edition: A 449; Ac 67, 246, 273, 290, 317, 346, 554, 631, 697; DI 199, 395; HO 189, 411	Student Edition: <i>Writing About History</i> 55 Teacher Wraparound Edition: A 221; Ac 24, 88, 90, 99, 147, 326, 403, 469; CLA 26; DI 167; SP 79
G&C 4: People engage in political processes in a variety of ways.		
G&C 4 (9-12) –1 Students demonstrate an understanding of political systems and political processes by...		
a. comparing and contrasting U.S. systems of government with others	Student Edition: 30-33, 682-687, 760-765, 990-998, 1036-1041 <i>Critical Thinking</i> 1041 #4 <i>National Geographic</i> 683 Teacher Wraparound Edition: CT 30, 762; RS 684; WS 991	Student Edition: 8-13, 105-107, 454-459, 532-537, 762-770, 808-813 <i>Critical Thinking</i> 13 #6, 813 #4 <i>National Geographic</i> 455 Teacher Wraparound Edition: Ac 109; CT 534; RS 11, 456; WS 763

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>interacting with, analyzing, and evaluating political institutions and political parties in an authentic context</u> (using local, national, or international issues/events that are personally meaningful)	<p>Student Edition: 158-159, 164-167, 285-286, 473, 522, 536, 620, 643, 671 <i>Critical Thinking</i> 159 #5 <i>Main Ideas</i> 475 #4</p> <p>Teacher Wraparound Edition: C 159, 621; CT 285; RS 474</p>	<p>Student Edition: 80-81, 96, 111-112, 122-124, 245, 294, 308, 392, 415, 743 <i>Main Ideas</i> 247 #4 <i>Turning Point</i> 81</p> <p>Teacher Wraparound Edition: C 393; RS 80, 246</p>
c. <u>analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (GSE R-10-8.4)	<p>Student Edition: R5, R7, R8, R11 <i>Critical Thinking</i> 467 #7, 495 #7, 535 #7</p> <p>Teacher Wraparound Edition: CT 426; SP 573, 591; T R5, R7, R8, R11</p>	<p>Student Edition: R5, R7, R8, R11 <i>Critical Thinking</i> 239 #4, 267 #7, 307 #7</p> <p>Teacher Wraparound Edition: CT 198; SP 95, 125, 345, 363; T R5, R7, R8, R11</p>
d. <u>selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact</u>	<p>Student Edition: 166, 214-215, 474-475, 536-537, 651, 824-825, 1032-1035 <i>Geography & History</i> 1033 <i>Political Cartoon</i> 214, 1034 <i>Primary Source</i> 537, 825 <i>Turning Point</i> 166</p> <p>Teacher Wraparound Edition: C 475; SP 214, 474, 1033</p>	<p>Student Edition: 80-81, 122-124, 246-247, 308-309, 423, 596-597, 804-806 <i>Geography & History</i> 805 <i>Political Cartoon</i> 123, 806 <i>Primary Source</i> 309, 597 <i>Turning Point</i> 81</p> <p>Teacher Wraparound Edition: C 247; EC 124; SP 246, 805</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
e. <u>analyzing multiple perspectives</u> on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education)	Student Edition: <i>Analyzing Supreme Court Cases</i> 559, 733, 853, 901 <i>Debates in History</i> 70-71, 464-465, 532-533, 664-665, 750-751, 886-887, 976-977 Teacher Wraparound Edition: Ac 465, 665; EC 533, 887; T 559, 733, 853, 901	Student Edition: <i>Analyzing Supreme Court Cases</i> 331, 505, 625, 673 <i>Debates in History</i> 26-27, 236-237, 304-305, 436-437, 522-523, 658-659, 748-749 Teacher Wraparound Edition: Ac 237, 437; EC 27, 305, 659; T 331, 505, 625, 673
G&C 4 (9-12) –2 Students demonstrate their participation in political processes by...		
a. <u>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</u> (e.g., new school policy or local, national, or international public policy)	Student Edition: R4-R7, R13-R14 <i>Writing About History</i> 135, 1041, 1047 Teacher Wraparound Edition: C 1047, 1055; CT 1035, 1039; T R4, R5, R6, R7, R13, R14	Student Edition: R4-R7, R13-R14 <i>Writing About History</i> 807, 813, 819 Teacher Wraparound Edition: C 819, 827; CT 807, 811; T R4, R5, R6, R7, R13, R14
b. <u>working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop)	Teacher Wraparound Edition: A 449; Ac 67, 246, 273, 290, 317, 346, 554, 631, 697; DI 199, 395; HO 189, 411	Student Edition: <i>Writing About History</i> 55 Teacher Wraparound Edition: A 221; Ac 24, 88, 90, 99, 147, 326, 403, 469; CLA 26; DI 167; SP 79
c. engaging in and reflecting upon an <u>electoral process</u> in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling)	Student Edition: 129, 131-138 Teacher Wraparound Edition: CT 132; RS 136	Student Edition: 55, 57-64 Teacher Wraparound Edition: CT 58; RS 62

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 4 (9-12) –3 Students participate in a civil society by...		
a. <u>critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference)	Student Edition: 446-447, 541, 659, 732, 850-852, 854-857, 870-872 <i>Analyzing Supreme Court Cases</i> 733 <i>Political Cartoon</i> 446, 605 Teacher Wraparound Edition: C 659; CT 446; T 733; WS 605, 732, 831	Student Edition: 218-219, 313, 376-378, 431, 504, 622-624, 626-629, 642-646 <i>Analyzing Supreme Court Cases</i> 505 <i>Political Cartoon</i> 218, 377 Teacher Wraparound Edition: C 431; CT 218; T 505; WS 377, 504, 603
b. identifying and <u>describing the role that various institutions play in meeting the needs of the community</u>	Student Edition: 422, 538, 539, 633, 641, 653-655 <i>Infographic</i> 422, 632 Teacher Wraparound Edition: Ac 538; C 633; CT 654; RS 539	Student Edition: 86, 87, 194, 310, 311, 405, 413, 425-427 <i>Infographic</i> 194, 404 Teacher Wraparound Edition: Ac 310; C 405; CT 426; RS 311
c. <u>identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties)	Student Edition: 478, 734-735, 1040 <i>Past & Present</i> 578-579 <i>Writing About History</i> 1041 Teacher Wraparound Edition: C 140; CT 478; DI 734	Student Edition: 143, 250, 506-507, 812-813 <i>Past & Present</i> 350-351 <i>Writing About History</i> 813 Teacher Wraparound Edition: C 813; CT 250; DI 506

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.		
G&C 5 (9-12) – 1		
Students demonstrate an understanding of the many ways Earth’s people are interconnected by...		
a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state)	Student Edition: 30-33, 682-687, 760-765, 990-998, 1036-1041 <i>Critical Thinking</i> 1041 #4 <i>National Geographic</i> 683 Teacher Wraparound Edition: CT 30, 762; RS 684; WS 991	Student Edition: 8-13, 105-107, 454-459, 532-537, 762-770, 808-813 <i>Critical Thinking</i> 13 #6, 813 #4 <i>National Geographic</i> 455 Teacher Wraparound Edition: Ac 109; CT 534; RS 11, 456; WS 763
b. <u>organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g. politically, socially, culturally, economically, environmentally)	Student Edition: 206-207, 410-415, 596-603, 850-852, 854-859 <i>Infographic</i> 206-207, 597 <i>National Geographic</i> 411 <i>Primary Source</i> 44-45 <i>Technology & History</i> 598-599 Teacher Wraparound Edition: CT 44; RS 598; SP 44	Student Edition: 16-21, 94-103, 182-187, 368-375, 622-624, 626-629 <i>Infographic</i> 369 <i>National Geographic</i> 95, 183 <i>Primary Source</i> 18-19 <i>Technology & History</i> 370-371 Teacher Wraparound Edition: CT 20; RS 18, 97, 371; SP 183

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 5 (9-12)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...		
a. <u>describing the interconnected nature of a contemporary or historical issue</u>	Student Edition: <i>Past & Present</i> 224-225, 388-389, 506-507, 578-579, 812-813, 840-841, 984-985 Teacher Wraparound Edition: Ac 389, 840; CT 224; SP 985	Student Edition: <i>Past & Present</i> 96-97, 160-161, 278-279, 350-351, 428-429, 584-585, 612-613, 756-757 Teacher Wraparound Edition: Ac 161, 612; RS 97; SP 757
b. <u>analyzing and evaluating a contemporary or historical issue (e.g. free trade versus fair trade, access to medical care and terrorism)</u>	Student Edition: R4-R7, R13-R14 <i>Writing About History</i> 135, 1041, 1047 Teacher Wraparound Edition: C 1047, 1055; CT 1035, 1039; T R4, R5, R6, R7, R13, R14	Student Edition: R4-R7, R13-R14 <i>Writing About History</i> 807, 813, 819 Teacher Wraparound Edition: C 819, 827; CT 807, 811; T R4, R5, R6, R7, R13, R14
G&C 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...		
a. predicting outcomes and possible consequences of a conflict, event, or course of action	Student Edition: R3, R13, R14 <i>Critical Thinking</i> 435 #6 <i>Main Ideas</i> 945 #2 Teacher Wraparound Edition: CT 231, 239, 443, 529; T R3, R13, R14	Student Edition: R3, R13, R14 <i>Critical Thinking</i> 207 #6 <i>Main Ideas</i> 93 #3 Teacher Wraparound Edition: CT 90, 99, 215; T R3, R13, R14

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action</u>	Student Edition: R3, R14 <i>Critical Thinking</i> 435 #6 <i>Main Ideas</i> 193 #4, 945 #2 Teacher Wraparound Edition: CT 231, 239, 443, 529; T R3, R14	Student Edition: R3, R14 <i>Critical Thinking</i> 207 #6 <i>Main Ideas</i> 149 #4, 717 #2 Teacher Wraparound Edition: Ac 23; CT 63, 99, 301, 372, 426, 503, 578, 633, 810; T R3, R14
c. using <u>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</u>	Student Edition: <i>Analyzing Supreme Court Cases</i> 531, 671, 827, 901, 943 <i>Debates in History</i> 464-465, 552-553, 664-665, 762-763, 916-917, 976-977 Teacher Wraparound Edition: WS 552; T 531, 671, 827, 901, 943	Student Edition: <i>Analyzing Supreme Court Cases</i> 89, 303, 443, 599, 673, 715 <i>Debates in History</i> 26-27, 236-237, 324-325, 436-437, 534-535, 688-689, 748-749 Teacher Wraparound Edition: Ac 88; CLA 26; T 303, 443, 599, 673; WS 324
Historical Perspectives Strand		
HP 1: History is an account of human activities that is interpretive in nature.		
HP 1 (9-12) –1		
Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...		
a. formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources (e.g., <i>R/ Constitution</i>, art, oral history, writings of Elizabeth Buffum Chace)</u>	Student Edition: R6, R19-R20 <i>Analyzing Primary Sources</i> 448-449, 562-563, 660-661, 700-701, 868-869, 1020-021 Teacher Wraparound Edition: Ac 868; CT 563, 700; T 448, 660 R6, R19, R20	Student Edition: R6, R19-R20 <i>Analyzing Primary sources</i> 114-115, 220-221, 334-335, 432-433, 472-473, 640-641, 792-793 Teacher Wraparound Edition: Ac 640; CT 335, 472; F 114; T 220, 432; R6, R19, R20

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>explaining how historical facts and historical interpretations may be different, but are related</u> (e.g. slavery in RI v. economic benefit to RI)	<p>Student Edition: R5, R7 <i>Analyzing Supreme Court Cases</i> 853 <i>Debates in History</i> 664-665, 762-763</p> <p>Teacher Wraparound Edition: Ac 665; T 853, R5, R7</p>	<p>Student Edition: R5, R7 <i>Analyzing Supreme Court Cases</i> 625 <i>Debates in History</i> 436-437, 534-535</p> <p>Teacher Wraparound Edition: Ac 437; T 625; R5, R7</p>
c. <u>identifying, describing, or analyzing multiple perspectives on an historical trend or event</u> (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)	<p>Student Edition: R11 <i>Debate in History</i> 464-465, 552-553, 664-665, 762-763, 916-917, 976-977</p> <p>Teacher Wraparound Edition: Ac 465, 665, 917; T R11; W 553</p>	<p>Student Edition: R11 <i>Debates in History</i> 26-27, 236-237, 324-325, 436-437, 534-535, 688-689, 748-749</p> <p>Teacher Wraparound Edition: Ac 237, 437, 689; EC 27; WS 325; T R11</p>
d. <u>using technological tools in historical research</u>	A variety of technology tools are available to educators using the Glencoe <i>American Vision</i> book. These include, but are not limited to: History Online, Cyberscout, and Glencoe Media Center. An <i>Integrating Technology</i> page is found at the beginning of each chapter to assist in using technology tools.	A variety of technology tools are available to educators using the Glencoe <i>American Vision</i> book. These include, but are not limited to: History Online, Cyberscout, and Glencoe Media Center. An <i>Integrating Technology</i> page is found at the beginning of each chapter to assist in using technology tools.

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
HP 1 (9-12) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...		
a. explaining cause and effect relationships in order to <u>sequence and summarize events, make connections between a series of events, or compare/contrast events</u>	Student Edition: R3, R10, R17 <i>Critical Thinking</i> 435 #6 <i>Main Ideas</i> 415 #3, 573 #4 Teacher Wraparound Edition: C 573; CT 502, 507, 567; RS 474, 563; T R3, R10, R17	Student Edition: R3, R10, R17 <i>Critical Thinking</i> 207 #6 <i>Main Ideas</i> 187 #3, 345 #4 Teacher Wraparound Edition: C 345; CT 274, 279, 339; RS 80, 246, 335; T R3, R10, R17
b. <u>interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island’s path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i> ?)	Student Edition: R16, R18 <i>Political Cartoon</i> 300, 510, 572, 777, 975 <i>Timeline</i> 66-67, 304-305, 524-525, 654-655, 738-739, 1044-1045 Teacher Wraparound Edition: RS 525, 654; SP 1045; T R16, R18	Student Edition: R16, R18 <i>Political Cartoon</i> 112, 282, 344, 549, 747, 510-511, 816-817 <i>Timeline</i> 24-25, 124-125, 296-297, 426-427, 510-511, 816-817 Teacher Wraparound Edition: RS 112, 125, 297, 426; SP 124, 817; T R16, R18

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
HP 2 (9-12)– 1 Students connect the past with the present by...		
a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island)	Student Edition: 548-551, 628-633, 682-687, 850-852, 854-857 <i>Infographic</i> 632 <i>National Geographic</i> 549, 683 Teacher Wraparound Edition: C 633; CT 685; RS 854	Student Edition: 90-91, 320-323, 400-405, 454-59, 622-624, 626-629 <i>Infographic</i> 404 <i>National Geographic</i> 321, 455 Teacher Wraparound Edition: C 405; CT 457; RS 626; SP 321
b. <u>identifying and linking key ideas and concepts</u> <u>and their enduring implications</u> (e.g., separation of church and state in Rhode Island)	Student Edition: <i>Past & Present</i> 388-389, 506-507, 578-579, 656-657, 812-813, 840-841, 984-985 Teacher Wraparound Edition: Ac 840	Student Edition: 38-39 <i>Past & Present</i> 96-97, 160-161, 278-279, 350-351, 428-429, 584-585, 612-613, 756-757 Teacher Wraparound Edition: Ac 97, 612; RS 39
c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted <u>national</u> and world events (e.g., women’s liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade) DOK 4	Student Edition: 493, 524-525, 914-919 <i>Primary Source</i> 492-493, 915 <i>Timeline</i> 524-525 Teacher Wraparound Edition: Ac 492; C 919; CT 524; WS 493	Student Edition: 9, 41, 265, 686-691 <i>Primary Source</i> 264-265, 687 Teacher Wraparound Edition: Ac 264; C 691; WS 265

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
HP 2 (9-12) – 2 Students chronicle events and conditions by...		
a. <u>creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor) DOK 3, 4	Student Edition: <i>Writing About History</i> 403, 495, 495, 541, 595, 637, 673, 699 Teacher Wraparound Edition: WS 390, 399, 424, 578, 726	Student Edition: <i>Writing About History</i> 83, 175, 267, 313, 367, 409, 439, 445, 471 Teacher Wraparound Edition: Ac 39; WS 162, 171, 196, 350, 490
b. <u>synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI)	Student Edition: <i>Analyzing Primary Sources</i> 448-449, 562-563, 660-661, 700-701, 868-869, 1020-1021 Teacher Wraparound Edition: A 701; CT 1021; T 448, 562, 660, 868	Student Edition: <i>Analyzing Primary Sources</i> 114-115, 220-221, 334-335, 432-433, 472-473, 640-641, 792-793 Teacher Wraparound Edition: A 115, 473; CT 793; T 220, 334, 432, 640
HP 2 (9-12)– 3 Students show understanding of change over time by...		
a. <u>tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g. immigration trends, land use patterns, naval military history)	Student Edition: <i>Timeline</i> 66-67, 304-305, 524-525, 654-655, 738-739, 1044-1045 Teacher Wraparound Edition: RS 412; SP 1045	Student Edition: <i>Timeline</i> 24-25, 124-125, 184-185, 296-297, 426-427, 510-511, 520-521, 632-633, 816-817 Teacher Wraparound Edition: RS 24, 184; SP 144
b. <u>documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their traditions that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)	Student Edition: 428-435, 608-609, 794-975, 972-973 <i>Infographic</i> 430 Teacher Wraparound Edition: C 609; DI 429; WS 435	Student Edition: 9-10, 21, 200-207, 380-381, 566-567, 744-745 <i>Infographic</i> 202 <i>Main Ideas</i> 21 #3 Teacher Wraparound Edition: C 381; DI 201; SP 9; WS 207

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
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)	Student Edition: 850-852, 854-857, 892-897, 910-913, 914-919, 920-925, 1036 <i>Analyzing Supreme Court Cases</i> 853 <i>Political Cartoon</i> 893 <i>Primary Source</i> 896, 912, 915 Teacher Wraparound Edition: Ac 864; C 857, 897; 913; CT 918, 1039; RS 924	Student Edition: 622-624, 626-629, 664-669, 682-685, 686-691, 692-697, 808-813 <i>Analyzing Supreme Court Cases</i> 625 <i>Political Cartoon</i> 665 <i>Primary Source</i> 668, 684, 687 Teacher Wraparound Edition: Ac 626; C 629, 669, 685; CT 690, 811; RS 696
b. <u>formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings</u> (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective- Do we have enough immigrants?)	Student Edition: 1032-1035, 1036-1041, 1042-1047, 1048-1055 <i>Primary Source</i> 1050 <i>Writing About History</i> 1035, 1041 Teacher Wraparound Edition: C 1047; CT 1039; WS 1037, 1046	Student Edition: 804-807, 808-813, 814-819, 820-827 <i>Primary Source</i> 822 <i>Writing about History</i> 807, 813 Teacher Wraparound Edition: C 819; CT 811; WS 809, 818
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...		
a. <u>articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates)	Student Edition: <i>Past & Present</i> 388-389, 506-507, 578-579, 656-657, 812-813, 840-841, 984-985 Teacher Wraparound Edition: Ac 840	Student Edition: 38-39 <i>Past & Present</i> 96-97, 160-161, 278-279, 350-351, 428-429, 584-585, 612-613, 756-757 Teacher Wraparound Edition: Ac 97, 612; RS 39

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>analyzing how an historical development</u> (e.g. cycle of poverty or prosperity, low educational attainment, “Independent Man”) <u>has contributed to current social, economic, or political patterns</u>	Student Edition: 414-415, 794-797, 838, 839-840, 982-983, 1048 <i>Past & Present</i> 840-841 Teacher Wraparound Edition: Ac 840; C 415; HO 795; PS 839	Student Edition: 186-187, 566-567, 610, 611-612, 754-755, 820-821 <i>Past & Present</i> 612-613 <i>Primary Source</i> 611 Teacher Wraparound Edition: Ac 612; C 187; HO 567
Government & Civics Strand		
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.		
GSEs for HS Extended Learning		
G&C 1 (Ext) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...		
a. <u>analyzing</u> competing ideas about the purposes and functions of politics and government	Student Edition: 27, 29, 60-61, 86-87, 154-159, 182, 673, 843, 968-970 <i>Infographic</i> 672, 842 <i>Primary Source</i> 87 Teacher Wraparound Edition: C 843, 973; PH 60; RS 157; SP 969	Student Edition: 34-41, 78, 82, 99, 445, 615, 740-742 <i>Infographic</i> 38-39, 79, 444, 614 <i>Primary Source</i> 35 Teacher Wraparound Edition: C 41, 615, 745; CT 37, 38; SP 79, 741
G&C 1 (Ext) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...		

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 2: The <i>Constitution</i> of the United States establishes a government of limited powers that are shared among different levels and branches.		
G&C 2 (Ext) –1 Students demonstrate an understanding of United States government (local, state, national) by...		
c. analyzing how people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)	Student Edition: 167, 224-225, 474-475, 536-537, 651, 824-825, 1032-1034 <i>Past & Present</i> 224-225 <i>Political Cartoon</i> 303 <i>Turning Point</i> 166, 223, 474 Teacher Wraparound Edition: C 474; CT 224; RS 1032; SP 537	Student Edition: 80-81, 96-97, 105-106, 108, 112, 122-124, 246-247, 308-309, 423, 596-597, 804-806 <i>Past & Present</i> 96-97 <i>Political Cartoon</i> 123 <i>Turning Point</i> 81, 246 Teacher Wraparound Edition: C 247; RS 806; SP 108, 309; TP 81
G&C 2 (Ext) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...		
c. analyzing 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)	Student Edition: 446-447, 541, 659, 732, 850-852, 854-857, 870-872 <i>Analyzing Supreme Court Cases</i> 733 <i>Political Cartoon</i> 446, 605 Teacher Wraparound Edition: C 659; CT 446; T 733; WS 605, 732, 831	Student Edition: 218-219, 313, 376-378, 431, 504, 622-624, 626-629, 642-646 <i>Analyzing Supreme Court Cases</i> 505 <i>Political Cartoon</i> 218, 377 Teacher Wraparound Edition: C 431; CT 218; T 505; WS 377, 504, 603

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 3: In a democratic society all people have certain rights and responsibilities.		
G&C 3 (Ext) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...		
a. <u>evaluating, taking, and defending positions</u> on provisions found in the <i>Bill of Rights</i>	Student Edition: 111, 113, 114, 141-142, 154-155, 558, 829, 911-912 <i>Analyzing Supreme Court Cases</i> 559, 901 <i>Infographic</i> 155 Teacher Wraparound Edition: T 559, 601	Student Edition: 39, 40-41, 53-54, 67-68, 78, 79, 330, 601, 683-684 <i>Analyzing Supreme Court Cases</i> 331, 673 <i>Infographic</i> 79 Teacher Wraparound Edition: SP 79; R 331, 673; WS 54
e. <u>critically examining</u> the criteria used for admission to citizenship in the US	Student Edition: 361, 403, 503 Teacher Wraparound Edition: CT 402; SP 134	Student Edition: 143, 175, 275 Teacher Wraparound Edition: CT 143, 174; SP 60
G&C 3 (Ext) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...		
a. <u>evaluating, taking, and defending a position regarding a policy</u> at the school, local, state, national, or international level that affects individual rights	Student Edition: 446-447, 541, 659, 732, 850-852, 854-857, 870-872 <i>Analyzing Supreme Court Cases</i> 733 <i>Political Cartoon</i> 446, 605 Teacher Wraparound Edition: C 659; CT 446; T 733; WS 605, 732, 831	Student Edition: 218-219, 313, 376-378, 431, 504, 622-624, 626-629, 642-646 <i>Analyzing Supreme Court Cases</i> 505 <i>Political Cartoon</i> 218, 377 Teacher Wraparound Edition: C 431; CT 218; T 505; WS 377, 504, 603

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
c. <u>analyzing</u> how access to institutions affects justice, reward, and power in the U.S.	<p>Student Edition: 167, 224-225, 474-475, 536-537, 651, 824-825, 1032-1034 <i>Past & Present</i> 224-225 <i>Political Cartoon</i> 303 <i>Turning Point</i> 166, 223, 474</p> <p>Teacher Wraparound Edition: C 474; CT 224; RS 1032; SP 537</p>	<p>Student Edition: 80-81, 96-97, 105-106, 108, 112, 122-124, 246-247, 308-309, 423, 596-597, 804-806 <i>Past & Present</i> 96-97 <i>Political Cartoon</i> 123 <i>Turning Point</i> 81, 246</p> <p>Teacher Wraparound Edition: C 247; RS 806; SP 108, 309; TP 81</p>
d. <u>critiquing and proposing alternatives to social, political, or economic injustices; using evidence to make predictions about how society might be transformed in the future</u>	<p>Student Edition: 850-852, 854-857, 858-867, 870-875, 914-919 <i>Analyzing Primary Sources</i> 868-869 <i>Analyzing Supreme Court Cases</i> 853 <i>Primary Source</i> 859</p> <p>Teacher Wraparound Edition: CT 859, 923; RS 852, 854, 872; T 853</p>	<p>Student Edition: 622-624, 626-629, 630-639, 642-647, 686-691, 692-697 <i>Analyzing Primary Sources</i> 640-641 <i>Analyzing Supreme Court Cases</i> 625 <i>Primary Source</i> 631, 687</p> <p>Teacher Wraparound Edition: CT 631, 695; RS 624, 626, 644; T 625</p>
e. reflecting on participation in school governance and/or youth leadership development	This objective can be accomplished through classroom projects related to school governance and youth leadership development.	This objective can be accomplished through classroom projects related to school governance and youth leadership development.

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 4: People engage in political processes in a variety of ways.		
b. interacting with political institutions and/or political parties in order to <u>evaluate how they shape the public agenda</u>	<p>Student Edition: 158-159, 164-167, 285-286, 473, 522, 536, 620, 643, 671 <i>Critical Thinking</i> 159 #5 <i>Main Ideas</i> 475 #4</p> <p>Teacher Wraparound Edition: C 159, 621; CT 285; RS 474</p>	<p>Student Edition: 80-81, 96, 111-112, 122-124, 245, 294, 308, 392, 415, 743 <i>Main Ideas</i> 247 #4 <i>Turning Point</i> 81</p> <p>Teacher Wraparound Edition: C 393; RS 80, 246</p>
c. <u>critically analyzing a media piece</u> (e.g., political advertisements, news broadcasts, talk radio shows) <u>and assessing its impact on public opinion and behavior</u>	<p>Student Edition: R18, R19 <i>Political Cartoon</i> 446, 529, 641, 772, 871, 935, 1034</p> <p>Teacher Wraparound Edition: CT 935; R19; SP 529; T R18</p>	<p>Student Edition: R18, R19 <i>Critical Thinking</i> 113 #7 <i>Political Cartoon</i> 112, 218, 301, 413, 544, 643, 707, 806</p> <p>Teacher Wraparound Edition: CT 707; SP 301; T R18, R19</p>
d. evaluating the significance of landmark campaigns and elections in the American political system	<p>Student Edition: 166, 214-215, 474-475, 536-537, 651, 824-825, 1032-1035 <i>Geography & History</i> 1033 <i>Political Cartoon</i> 214, 1034 <i>Primary Source</i> 537, 825 <i>Turning Point</i> 166</p> <p>Teacher Wraparound Edition: C 475; SP 214, 474, 1033</p>	<p>Student Edition: 80-81, 122-124, 246-247, 308-309, 423, 596-597, 804-806 <i>Geography & History</i> 805 <i>Political Cartoon</i> 123, 806 <i>Primary Source</i> 309, 597 <i>Turning Point</i> 81</p> <p>Teacher Wraparound Edition: C 247; EC 124; SP 246, 805</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
e. analyzing multiple perspectives on historical or current controversial issues <u>to illustrate the complexity involved in obtaining political agreement on contested public issues</u> (e.g., perspectives on immigration)	Student Edition: <i>Analyzing Supreme Court Cases</i> 559, 733, 853, 901 <i>Debates in History</i> 70-71, 464-465, 532-533, 664-665, 750-751, 886-887, 976-977 Teacher Wraparound Edition: Ac 465, 665; EC 533, 887; T 559, 733, 853, 901	Student Edition: <i>Analyzing Supreme Court Cases</i> 331, 505, 625, 673 <i>Debates in History</i> 26-27, 236-237, 304-305, 436-437, 522-523, 658-659, 748-749 Teacher Wraparound Edition: Ac 237, 437; EC 27, 305, 659; T 331, 505, 625, 673
G&C 4 (Ext) –2 Students demonstrate their participation in political processes by...		
G&C 4 (Ext) –3 Students participate in a civil society by...		
b. understanding and <u>analyzing</u> the assets and needs of their communities and the interactions with various institutions (e.g., interest and advocacy groups, the not-for-profit sector)	Student Edition: 422, 538, 539, 633, 641, 653-655 <i>Infographic</i> 422, 632 Teacher Wraparound Edition: Ac 538; C 633; CT 654; RS 539	Student Edition: 86, 87, 194, 310, 311, 405, 413, 425-427 <i>Infographic</i> 194, 404 Teacher Wraparound Edition: Ac 310; C 405; CT 426; RS 311
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.		
G&C 5 (Ext) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...		
G&C 5-2 (Ext) Students demonstrate an understanding of the benefits and challenges of an interconnected world by...		

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
G&C 5 (Ext)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...		
HP 1 (Ext) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...		
d. using a variety of technological tools in historical research <u>and interpretation</u> (e.g., master database of graveyards; census records, online school reports, online state tax records)	A variety of technology tools are available to educators using the Glencoe <i>American Vision</i> book. These include, but are not limited to: History Online, Cyberscout, and Glencoe Media Center. An <i>Integrating Technology</i> page is found at the beginning of each chapter to assist in using technology tools.	A variety of technology tools are available to educators using the Glencoe <i>American Vision; The Modern Times</i> book. These include, but are not limited to: History Online, Cyberscout, and Glencoe Media Center. An <i>Integrating Technology</i> page is found at the beginning of each chapter to assist in using technology tools.
HP 1 (Ext) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...		
a. <u>analyzing</u> cause and effect relationships <u>showing multiple causation</u> (e.g., industrialization and immigration, King Philip’s War; detribalization and retribalization)	Student Edition: R3, R10, R17 <i>Critical Thinking</i> 435 #6 <i>Main Ideas</i> 415 #3, 573 #4 Teacher Wraparound Edition: C 573; CT 502, 507, 567; RS 474, 563; T R3, R10, R17	Student Edition: R3, R10, R17 <i>Critical Thinking</i> 207 #6 <i>Main Ideas</i> 187 #3, 345 #4 Teacher Wraparound Edition: C 345; CT 274, 279, 339; RS 80, 246, 335; T R3, R10, R17

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>analyzing</u> visual data in order to explain historical continuity and change (e.g. timeline of Rhode Island's path to Revolution) (How did architectural changes in RI mirror historical trends? – Mills transformed into living and work spaces)	<p>Student Edition: R16, R18 <i>Political Cartoon</i> 300, 510, 572, 777, 975 <i>Timeline</i> 66-67, 304-305, 524-525, 654-655, 738-739, 1044-1045</p> <p>Teacher Wraparound Edition: RS 525, 654; SP 1045; T R16, R18</p>	<p>Student Edition: R16, R18 <i>Political Cartoon</i> 112, 282, 344, 549, 747, 510-511, 816-817 <i>Timeline</i> 24-25, 124-125, 296-297, 426-427, 510-511, 816-817</p> <p>Teacher Wraparound Edition: RS 112, 125, 297, 426; SP 124, 817; T R16, R18</p>
<p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		
<p>HP 2 (Ext)-1 Students connect the past with the present by...</p>		
a. <u>tracing and analyzing</u> how a present situation or problem has been constructed/affected by its <u>historical roots</u> (e.g., deindustrialization in Rhode Island)	<p>Student Edition: 548-551, 628-633, 682-687, 850-852, 854-857 <i>Infographic</i> 632 <i>National Geographic</i> 549, 683</p> <p>Teacher Wraparound Edition: C 633; CT 685; RS 854</p>	<p>Student Edition: 90-91, 320-323, 400-405, 454-59, 622-624, 626-629 <i>Infographic</i> 404 <i>National Geographic</i> 321, 455</p> <p>Teacher Wraparound Edition: C 405; CT 457; RS 626; SP 321</p>
c. <u>researching a current state, national or world issue and predict future implications for RI or propose a course of action</u>	<p>Student Edition: R4-R7, R13-R14 <i>Writing About History</i> 135, 1041, 1047</p> <p>Teacher Wraparound Edition: C 1047, 1055; CT 1035, 1039; T R4, R5, R6, R7, R13, R14</p>	<p>Student Edition: R4-R7, R13-R14 <i>Writing About History</i> 807, 813, 819</p> <p>Teacher Wraparound Edition: C 819, 827; CT 807, 811; T R4, R5, R6, R7, R13, R14</p>

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
HP 2 (Ext) – 2 Students chronicle events and conditions by...		
a. <u>critiquing</u> historical narratives for historical accuracy or points of view	Student Edition: <i>Analyzing Primary Sources</i> 448-449, 562-563, 660-661, 700-701, 868-869, 1020-1021 Teacher Wraparound Edition: A 701; CT 1021; T 448, 562, 660, 868	Student Edition: <i>Analyzing Primary Sources</i> 114-115, 220-221, 334-335, 432-433, 472-473, 640-641, 792-793 Teacher Wraparound Edition: A 115, 473; CT 793; T 220, 334, 432, 640
HP 2 (Ext)– 3 Students show understanding of change over time by...		
a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life <u>and predicting events that might occur in the future, based on those patterns</u>	Student Edition: <i>Timeline</i> 66-67, 304-305, 524-525, 654-655, 738-739, 1044-1045 Teacher Wraparound Edition: RS 412; SP 1045	Student Edition: <i>Timeline</i> 24-25, 124-125, 184-185, 296-297, 426-427, 510-511, 520-521, 632-633, 816-817 Teacher Wraparound Edition: RS 24, 184; SP 144
b. documenting various groups and their ideas that have remained constant over time and <u>analyzing why they have or have not endured</u>	Student Edition: 428-435, 608-609, 794-975, 972-973 <i>Infographic</i> 430 Teacher Wraparound Edition: C 609; DI 429; WS 435	Student Edition: 9-10, 21, 200-207, 380-381, 566-567, 744-745 <i>Infographic</i> 202 <i>Main Ideas</i> 21 #3 Teacher Wraparound Edition: C 381; DI 201; SP 9; WS 207

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
HP 3: The study of history helps us understand the present and shape the future.		
HP 3 (Ext) – 1 Students demonstrate an understanding of how the past frames the present by...		
a. tracking implementation of a decision; analyzing the interests it served; estimating the position, power, and priority of each stakeholder; and predicting continuing costs and benefits from a variety of perspectives (e.g., public school funding in RI or U.S.)	Student Edition: 850-852, 854-857, 892-897, 910-913, 914-919, 920-925, 1036 <i>Analyzing Supreme Court Cases</i> 853 <i>Political Cartoon</i> 893 <i>Primary Source</i> 896, 912, 915 Teacher Wraparound Edition: Ac 864; C 857, 897; 913; CT 918, 1039; RS 924	Student Edition: 622-624, 626-629, 664-669, 682-685, 686-691, 692-697, 808-813 <i>Analyzing Supreme Court Cases</i> 625 <i>Political Cartoon</i> 665 <i>Primary Source</i> 668, 684, 687 Teacher Wraparound Edition: Ac 626; C 629, 669, 685; CT 690, 811; RS 696
b. <u>formulating and presenting a position or course of action on a current issue in a public forum</u>	Student Edition: 1032-1035, 1036-1041, 1042-1047, 1048-1055 <i>Primary Source</i> 1050 <i>Writing About History</i> 1035, 1041 Teacher Wraparound Edition: C 1047; CT 1039; WS 1037, 1046	Student Edition: 804-807, 808-813, 814-819, 820-827 <i>Primary Source</i> 822 <i>Writing about History</i> 807, 813 Teacher Wraparound Edition: C 819; CT 811; WS 809, 818
HP 3 (Ext)– 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...		
a. <u>using knowledge of historical ideas and concepts and their enduring implications, to formulate a philosophy statement based on personal values</u>	This objective can be accomplished during classroom discussion involving philosophy statements and personal values.	This objective can be accomplished during classroom discussion involving philosophy statements and personal values.

STANDARDS	PAGE REFERENCES	
	<i>The American Vision</i>	<i>The American Vision: Modern Times</i>
b. <u>presenting an analysis of an historical development to a public forum</u>	<p>Student Edition: 414-415, 794-797, 838, 839-840, 982-983, 1048 <i>Past & Present</i> 840-841</p> <p>Teacher Wraparound Edition: Ac 840; C 415; HO 795; PS 839</p>	<p>Student Edition: 186-187, 566-567, 610, 611-612, 754-755, 820-821 <i>Past & Present</i> 612-613 <i>Primary Source</i> 611</p> <p>Teacher Wraparound Edition: Ac 612; C 187; HO 567</p>