



Alignment Document  
State of Minnesota  
And  
Aventa Learning Civics

# Minnesota K-12 Academic Standards in History and Social Studies Curriculum and Assessment Alignment Form

## HISTORY AND SOCIAL STUDIES

*If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be . . . I know of no safe depository of the ultimate powers of the society but the people themselves. And if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.* - Thomas Jefferson

Public education in Minnesota must help students gain the knowledge and skills that are necessary to, in Jefferson's view, protect and maintain freedom. The Social Studies Standards on the following pages attempt to do just this by specifying the particular knowledge and skills that Minnesota students will be required to learn in the disciplines of U.S. History, World History, Geography, Economics and Civics as required by Minnesota statutes.

These standards are written with the recognition that additional academic disciplines, Psychology, Sociology, and Anthropology, have strong traditions of instruction in Minnesota schools. Schools may choose to continue teaching in these academic disciplines as local traditions, interest, and school priorities dictate.

## **Minnesota Academic Standards in History and Social Studies**

### **GOVERNMENT AND CITIZENSHIP**

*A people who mean to be their own governors must arm themselves with the power which knowledge gives.*

-James Madison

#### **What is Civic Education?**

Civic education in a democracy helps students gain the knowledge and skills needed for informed, responsible participation in public life. It is the study of constitutional principles and the democratic foundation of our national, state and local institutions. Civic education also studies political processes and structures of government, grounded in the understanding of constitutional government under the rule of law.

#### **Why study Civic Education?**

Students will know how to participate to make a difference and will have the skills required for competent participation in the political process, including the capacity to influence policies and the ability to monitor and evaluate the performance of public officials. The aim of civic education is not just any kind of participation by any kind of citizen; it is the participation of informed and responsible citizens, skilled in the arts of deliberation and effective action.

Strand	Sub-Strand	Standards	Benchmarks	Curriculum	Assessment
<b>GOVERNMENT AND CITIZENSHIP GRADES 9-12</b>					
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will understand the scope and limits of rights, the relationship among them, and how they are secured.	<ol style="list-style-type: none"> <li>Students will analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, and subsequent amendments, and in the Minnesota Constitution.</li> <li>Students will describe the expansion of protection of individual rights through legislative action and court interpretation.</li> <li>Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14<sup>th</sup> Amendment to apply the Bill of Rights to the states.</li> </ol>	This standard is covered in Foundations 1 of the course. Students understand the Bill of Rights and complete a multimedia project.	Students complete exam questions related to the Constitution and the Bill of Rights. In addition, they will complete a multimedia project related to the Bill of Rights. Students also participate in discussions regarding The Constitution and Bill of Rights
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will know how citizenship is defined, established, and exercised and how it has changed over time.	<ol style="list-style-type: none"> <li>Students will define citizenship and describe the processes by which individuals become United States citizens.</li> <li>Students will compare the rights and responsibilities of U.S. citizens with the rights and responsibilities of non-citizens in the United States and describe changes in citizenship since 1870.</li> </ol>	Civic Life covers this standard. Students explore citizenship and the difference between public and private life. In addition, students learn about the rights and responsibilities of citizens.	Students complete writing activities and discussions related to this standard. Also, students work through quizzes throughout the unit and complete the unit exam at the end.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>A.</b> Civic Values, Skills, Rights and Responsibilities	The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.	<ol style="list-style-type: none"> <li>Students will demonstrate the ability to use the print and electronic media to do research and analyze data.</li> <li>Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.</li> <li>Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.</li> </ol>	This standard is covered in Civic Life. Students will define politics and understand their role in the political processes.	Students participate in discussions, projects and various writing activities. In addition, students will work through exams questions at the end of the unit.

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			<p>4. Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, and mediation, defending a public policy position in a civil conversation.</p>		
<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p><b>B.</b> Beliefs and Principles of United States Democracy</p>	<p>The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.</p>	<p>1. Students will define and provide examples of fundamental principles and core values of American political and civic life.</p> <p>2. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.</p> <p>3. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare.</p> <p>4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.</p>	<p>Foundations 2 address this standard. Students will work through sections on the state and federal government. In addition, students will analyze and interpret the Constitution as it relates to societal values.</p>	<p>Throughout the Foundations 2 unit students will participate in discussions and complete various writing activities for this standard. An exam assessment is also included in this unit.</p>
<p><b>VII.</b> GOVERNMENT AND CITIZENSHIP</p>	<p><b>B.</b> Beliefs and Principles of United States Democracy</p>	<p>The student will know sources of power and authority of the United States government.</p>	<p>1. Students will analyze the sources of authority and explain popular sovereignty, or consent of the governed, as the source of legitimate authority of government in a representative democracy or republic.</p> <p>2. Students will describe the provisions of the U.S. Constitution, which delegate to the federal government the powers necessary to fulfill the purposes for which it was established.</p> <p>3. Students will distinguish between the powers granted to the government and those retained by the people.</p> <p>4. Students will explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through</p>	<p>This standard is covered in Foundations 2. Students will define and explain popular sovereignty as it relates to The Preamble. Students will also work through sections that explain the powers granted to the people as well as the government.</p>	<p>Students answer exam questions related to this standard. In addition, students will complete various writing, research and projects.</p>

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			limited government and the rule of law.		
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>B.</b> Beliefs and Principles of United States Democracy	The student will understand tensions that exist between key principles of government in the United States.	<ol style="list-style-type: none"> <li>1. Students will explain the current and historical interpretations of the principle of equal protection of the law.</li> <li>2. Students will examine the tension between the government’s dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity, which is captured in the concept “E Pluribus Unum.”</li> <li>3. Students will describe the principles embedded in the Preamble to the Constitution and evaluate the progress of the United States in realizing those goals.</li> <li>4. Students will analyze the role of civil disobedience in the United States.</li> </ol>	This standard is covered in Civic Life Students will work through sections that deal with the U.S Constitution and the government’s role in protecting the rights of citizens.	Students will answer exam questions related to this standard. Also, various writing assignments, projects and quizzes will be used to assess students.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will understand the forces that impacted the founding of the United States	<ol style="list-style-type: none"> <li>1. Students will describe the transplanting of English political and legal institutions to the colonies; explain how political and legal rights were defined and practiced; and analyze the development of representative government.</li> <li>2. Students will recognize and analyze the impact of early documents on the development of the government of the United States.</li> <li>3. Students will explain how key principles of the United States government were modeled after other political philosophies.</li> <li>4. Students will describe revolutionary</li> </ol>	This standard is in Foundations 1 throughout the entire unit. Students will understand how the early governments were organized. In addition, students will understand the impact of The Constitution and The Bill of Rights	Students will participate in discussions board posts, complete various writing assignments and projects. An exam will be given at the end of the unit.

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			government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.		
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.	<ol style="list-style-type: none"> <li>1. Students will analyze principles in the Declaration of Independence, including self-evident truths and inalienable rights, and its impact on the development of the United States government.</li> <li>2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration.</li> </ol>	This standard is addressed in Foundations 1 throughout the unit. Students will analyze The Declaration of Independence and its impact on the U.S. government.	Students will work through exam questions, writing activities and complete a multimedia project for this standard.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will understand the process of creating the U.S. Constitution.	<ol style="list-style-type: none"> <li>1. Students will describe and analyze the debates over the Articles of Confederation and the process and content of the Constitutional Convention, which led to the creation of the U.S. Constitution.</li> <li>2. Students will analyze the debate over ratification of the Constitution.</li> </ol>	This standard is in Foundations 1 Section 2 Parts C, D and E. Students will examine and understand The Articles of Confederation and Constitutional Convention	Students will participate in discussions about The Articles of Confederation debate. In addition, students will complete various writing activities and a quiz for this unit.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>C.</b> Roots of the Republic	The student will know how constitutional amendments and Supreme Court interpretations of the Constitution have increased the impact of the Constitution on people's lives.	<ol style="list-style-type: none"> <li>1. Students will describe the development and ratification of the Bill of Rights.</li> <li>2. Students will describe the events leading to later amendments.</li> <li>3. Students will describe the development of the Supreme Court's function in interpreting the Constitution.</li> </ol>	This standard is addressed in Foundations 2 Section 3 Parts A, B C, D and, E. This section focused on the first ten amendments.	Students will work through exam questions, participate in discussion board posts and various writing activities for this standard.

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<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will know how the U.S. Constitution seeks to prevent the abuse of power.	<ol style="list-style-type: none"> <li><b>1.</b> Students will describe the concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments.</li> <li><b>2.</b> Students will define federalism and describe how power is distributed between the federal government and state governments, or retained by the people of the United States.</li> <li><b>3.</b> Students will explain the process of amending the U.S. Constitution.</li> </ol>	Foundations 2 cover this standard in Section 2 Part B “Checks and Balances” Students will understand the system of checks and balances for state and federal governments.	Students will work through activities, discussion board posts and an exam at the end of the unit that focuses on this standard.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.	<ol style="list-style-type: none"> <li><b>1.</b> Students will explain the powers and operations of the legislative branch as defined in Article I of the Constitution and describe and evaluate the procedures involved in passing laws.</li> <li><b>2.</b> Students will explain the powers and operations of the executive branch as defined in Article II of the Constitution and describe the roles and responsibilities of the president.</li> <li><b>3.</b> Students will explain the powers and operations of the judicial branch as defined in Article III of the Constitution and describe and evaluate the process used by the Supreme Court in choosing to hear, analyze, and decide a case.</li> <li><b>4.</b> Students will apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues.</li> </ol>	This standard is addressed in Foundations 2 Section 2 Parts A and B. “Three Branches of Government” and “Checks and Balances” Students will analyze the role of the three branches of government.	Students will write an essay that explains the branches of government. In addition, students will work through questions on an exam at the end of the unit.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand the sovereign status of American Indian nations.	<ol style="list-style-type: none"> <li><b>1.</b> Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.</li> </ol>		

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<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand the role and influence of political processes and organizations.	<ol style="list-style-type: none"> <li>1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.</li> <li>2. Students will examine the impact of American political parties and on elections and public policy.</li> <li>3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation.</li> </ol>	Political Parties covers this standard throughout the unit. Students will understand the role of political parties and the two-party system.	Students will complete quizzes and exam questions related to this standard. Students will also participate in discussions and various writing activities.
<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will analyze the relationships and interactions between the United States and other nations and evaluate the role of the U.S. in world affairs.	<ol style="list-style-type: none"> <li>1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.</li> <li>2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government.</li> <li>3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.</li> <li>4. Students will describe the ways the U.S. government develops and carries out U.S. foreign policy and analyze how individuals, businesses, labor, and other groups influence U.S. foreign policy.</li> <li>5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.</li> <li>6. Students will explain the effects of developments in other nations on state and community life in Minnesota, and explain the role of individuals in world affairs.</li> </ol>		

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<b>VII.</b> GOVERNMENT AND CITIZENSHIP	<b>D.</b> Governmental Processes and Institutions	The student will understand Minnesota state and local government structure and political processes.	<ol style="list-style-type: none"> <li><b>1.</b> Students will examine the structure and process of Minnesota Government as created by the Minnesota Constitution.</li> <li><b>2.</b> Students will compare the Minnesota Constitution with the U.S. Constitution.</li> <li><b>3.</b> Students will describe powers, features, and procedures of local government in Minnesota.</li> </ol>	State-Local covers this standard throughout the unit. Students will learn about state responsibilities and government	Students will answer quiz and exam questions related to this standard. They will also complete writing assignments, projects and discussion board posts.