



Alignment Document
State of Minnesota
And
Aventa Learning American Government

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
GOVERNMENT AND CITIZENSHIP GRADES 9-12					
VII. GOVERNMENT AND CITIZENSHIP	A. 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"> 1. 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. 2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation. 3. Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14th Amendment to apply the Bill of Rights to the states. 	This standard is covered throughout the course. Students learn about our nation's most important documents and foundations for government. Students will also find information on the Bill of Rights and all amendments that have followed as well as being instructed on Civil rights and liberties.	Students are assessed on this standard in a variety of ways. They answer multiple choice and essay questions pertaining directly relating to the standard and complete a variety of projects including, but not limited to: a writing assignment on formal and informal amendments as well as a visual presentation on civil rights and liberties.
VII. GOVERNMENT AND CITIZENSHIP	A. 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"> 1. Students will define citizenship and describe the processes by which individuals become United States citizens. 2. 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. 	Students learn about citizenship from its original constitutional definition to learn how their individual participation effects how our government operates.	Students are asked to answer exam questions pertaining to citizenship. Students complete a research and writing project to find out how and why the constitution is changed over time.
VII. GOVERNMENT AND CITIZENSHIP	A. 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"> 1. Students will demonstrate the ability to use the print and electronic media to do research and analyze data. 2. Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice. 3. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions. 	Students work through sections focused on civil rights, liberties, elections, political parties, campaigns and individual political participation. All sections focus on the responsibilities of citizens.	Students work through exam questions directly relating to the standard. The student will complete a series of research and writing activities, as well as, visual projects focusing on the responsibilities of a citizen.

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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>VII. GOVERNMENT AND CITIZENSHIP</p>	<p>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>Students work on this standard throughout the entire course. There is a unit entitled principles in which students work through a variety of readings and activities to meet the benchmarks. Students learn how America's government compares with other forms in the section entitled Forms of government.</p>	<p>Students work on exams and projects throughout the course that apply directly to the principles on which the US Government is based. Examples include, but, are not limited to: writing projects, discussions, quizzes and chapter tests.</p>
<p>VII. GOVERNMENT AND CITIZENSHIP</p>	<p>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>Students learn how the US government derives and maintains legitimate authority throughout the course. They will learn how the government was formed. Students will understand the different roles that the three branches of government assume.</p>	<p>Much of the course and assessment material achieves this standard. Exam questions, essays, discussions and writing assignments throughout the course meet the criteria outlined here.</p>

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			<p>4. Students will explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through limited government and the rule of law.</p>		
<p>VII. GOVERNMENT AND CITIZENSHIP</p>	<p>B. Beliefs and Principles of United States Democracy</p>	<p>The student will understand tensions that exist between key principles of government in the United States.</p>	<p>1. Students will explain the current and historical interpretations of the principle of equal protection of the law.</p> <p>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.”</p> <p>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.</p> <p>4. Students will analyze the role of civil disobedience in the United States.</p>	<p>Students work through sections that cover the essential principles of American Government. Sections cover the concepts of national and individual rights and responsibilities. Tensions existing in the framework of our government are addressed throughout.</p>	<p>Students will answer exam questions pertaining to this standard. Another example of how this standard is met can be found in essay projects i.e., the “Current Events Research” assignment.</p>
<p>VII. GOVERNMENT AND CITIZENSHIP</p>	<p>C. Roots of the Republic</p>	<p>The student will understand the forces that impacted the founding of the United States</p>	<p>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.</p> <p>2. Students will recognize and analyze the impact of early documents on the development of the government of the United States.</p> <p>3. Students will explain how key principles of the United States government were modeled after other political philosophies.</p> <p>4. Students will describe revolutionary</p>	<p>This standard is met most completely throughout the first three sections of this course. These are “Introduction”, “Origins” and “Principles”. Students will read and learn about the transplanting of institutions, review pioneering documents, analyze political</p>	<p>Students answer an array of essay and exam questions that pertain to this standard. Multiple writing assignments and projects meet the benchmarks listed here including but not limited to: the “Stranded activity”, “Founding Fathers” and discussion boards.</p>

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			government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.	philosophies and evaluate the Confederation period.	
VII. GOVERNMENT AND CITIZENSHIP	C. 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"> 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. 2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration. 	Students will review and analyze the Declaration of Independence in its entirety.	Students answer quiz and exam questions pertaining to the Declaration of Independence and its importance.
VII. GOVERNMENT AND CITIZENSHIP	C. Roots of the Republic	The student will understand the process of creating the U.S. Constitution.	<ol style="list-style-type: none"> 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. 2. Students will analyze the debate over ratification of the Constitution. 	Students examine this standard in the “Constitutional Origins” chapter of the course. In areas marked as “Establishing the First Government” and “Creating the Constitution”	Students answer quiz and exam questions pertaining to this standard. Students are also responsible for writing projects titled “Founding Fathers” and “Federalist Papers.” Both assignments require research and writing skills.
VII. GOVERNMENT AND CITIZENSHIP	C. 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"> 1. Students will describe the development and ratification of the Bill of Rights. 2. Students will describe the events leading to later amendments. 3. Students will describe the development of the Supreme Court’s function in interpreting the Constitution. 	This standard is covered throughout the course in sections focusing specifically on amendments, Supreme court decisions and civil rights and liberties.	Students complete exam questions, essays, project presentations, discussions, and writing assignments pertaining to this standard.

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VII. GOVERNMENT AND CITIZENSHIP	D. 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"> 1. 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. 2. 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. 3. Students will explain the process of amending the U.S. Constitution. 	Students work through sections focusing on all of the following: Checks and balances, federalism and Amending the Constitution. Each topic is broken down in detail.	There are a variety of assessments included in this course. There is at least one of each type of assessment that covers this standard.
VII. GOVERNMENT AND CITIZENSHIP	D. 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"> 1. 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. 2. 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. 3. 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. 4. Students will apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues. 	Much of the coursework focuses on the three branches of government with chapters dedicated to the legislative, executive and judicial branch. Students analyze and understand the many tenets of American public policy.	Essay and exam questions pertain to this standard. As well as projects including but not limited to: a “public policy” current events research project, a research based presentation on a cabinet department of their choice and an appraisal of the American president’s job performance.
VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand the sovereign status of American Indian nations.	<ol style="list-style-type: none"> 1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government. 		

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VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand the role and influence of political processes and organizations.	<ol style="list-style-type: none"> 1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system. 2. Students will examine the impact of American political parties and on elections and public policy. 3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation. 	The chapter on Participation focuses heavily on this standard. It includes sections on political parties, elections, policy and public policy. Students are expected to read and analyze this chapter.	Multiple choice and essay questions cover this topic. Projects focusing on this standard including but not limited to: an assignment titled “Interest Groups” and a research project “Creating a Candidate”
VII. GOVERNMENT AND CITIZENSHIP	D. 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"> 1. Students will describe how the world is aligned politically and give examples of the ways nation states interact. 2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government. 3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states. 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. 5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary. 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. 	Students learn about how other governments operate and maintain power. They learn how their individual political participation is important on a national and global scale.	Students answer essay and multiple choice questions about governmental

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VII. GOVERNMENT AND CITIZENSHIP	D. Governmental Processes and Institutions	The student will understand Minnesota state and local government structure and political processes.	<ol style="list-style-type: none"> 1. Students will examine the structure and process of Minnesota Government as created by the Minnesota Constitution. 2. Students will compare the Minnesota Constitution with the U.S. Constitution. 3. Students will describe powers, features, and procedures of local government in Minnesota. 		