

BEMIDJI AREA SCHOOLS
 SOCIAL STUDIES LEARNER OUTCOMES
 A.P. U.S. Government and Politics
 Grade 11, 12

VII. GOVERNMENT AND CITIZENSHIP

A. Civic Values, Skills, Rights and Responsibilities

Standard: The student will understand the scope and limits of rights, the relationship among them, and how they are secured.

Benchmarks	Examples
2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation.	2. Civil Rights Act, Individuals with Disabilities Act; In Re Gault, <i>Tinker V Desmoines</i> , <i>Brown V. Board of Education</i> .
3. Students will understand equal protection and due process and analyze landmark Supreme Court Cases; use of the 14 th Amendment to apply the bill of Rights to the states.	3. Due Process and Equal Protection clauses of the 14 th Amendment, due process clause of 5 th Amendment, <i>Gideon v. Wainwright</i> , <i>Mapp V. Ohio</i> , <i>Gitlow v. New York</i>

VII. GOVERNMENT AND CITIZENSHIP

A. Civic Values, Skills, Rights and Responsibilities

Standard: The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.

Benchmarks	Examples
1. Students will demonstrate the ability to use the print and electronic media to do research and analyze data.	1.
2. Students will compare, contrast, and evaluate various forms of political persuasion of validity, accuracy, ideology, emotional appeals, bias, and prejudice	2. Web pages, editorials, letters to the editor, political cartoons, news and entertainment, political oratory such as; President Lincoln’s Gettysburg address, Martin Luther King Jr.’s I have a Dream speech, Patrick Henry’s speech to the Virginia House of Burgesses, FDR’s Pearl Harbor speech, President Kennedy’s inaugural address “ask not what...”, President Bush’s speech about the 9/11 attacks on the United States.
3. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.	3. Voting, caucusing, contacting legislators, organizing interest groups, and media, running for elective office letter writing Email, phone call, lobbying, political action committees, campaign contributions, letters to editor/op ed pieces,

	civil disobedience, volunteering for a campaign, voter registration and get out the vote efforts, attending council and board meetings.
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.	4. Structured dialogues, mock trials, political labels and terms commonly used in public discourse, congressional simulations, student government, peer mediation programs, parliamentary procedure.

VII. GOVERNMENT AND CITIZENSHIP

B. Beliefs and Principles of United States Democracy

Standard: The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.

Benchmarks	Examples
1. Students will define and provide examples of fundamental principles and core values of American political and civic life.	1. Liberty, natural law, the common good, general welfare, justice equality, tolerance, respect for law, rights, responsibilities, social diversity, civic unity, constitutionalism, popular sovereignty, representative democracy, social contract.
2. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.	
3. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare.	

VII. GOVERNMENT AND CITIZENSHIP

B. Beliefs and Principles of United States Democracy

Standard: The student will know sources of power and authority of United States government.

Benchmarks	Examples
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.	

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.	2. Delegated and Enumerated powers, Implied powers (Necessary and Proper Clause).
3. Students will distinguish between the powers granted to the government and those retained by the people.	
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 the law.	

VII. GOVERNMENT AND CITIZENSHIP

B. Beliefs and Principles of United States Democracy

Standard: The student will understand tensions that exist between key principals of governments in the United States.

Benchmarks	Examples
1. Students will explain the current and historical interpretations of the principle of equal protection of the law	1. <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , strict scrutiny.
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.”	2. National security and liberty, and the rule of law, freedom of the press and the right to a fair trade.
3. Students will describe the principles embedded in the preamble to the constitution and evaluate the progress of the United States in realizing the goals	
4. Students will analyze the role of civil disobedience in the United States.	

VII. GOVERNMENT AND CITIZENSHIP

C. Roots of the Republic

Standard: The student will understand the forces that impacted the founding of the United States.

Benchmarks	Examples
3. Students will explain how key	3. Greek democracy, Roman republic

principles of the United States government were modeled after other political philosophies.	Thomas Hobbes, John Locke, Jean Jacques Rousseau, Charles-Louis deMontesquieu.
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VII. GOVERNMENT AND CITIZENSHIP

C. Roots of the Republic

Standard: The student will understand the process of creating the U.S. Constitution.

Benchmarks	Examples
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.	1. Constitutional Convention; alternative plans and compromises in drafting and approving Constitution.
2. Students will analyze the debate over ratification of the constitution.	2. Federalist and Anti-Federalist arguments in the ratification debates, including the theories and principles discussed in the Federalist Papers and anti-Federalist tracts such as Dickinson's Letters from a Pennsylvania Farmer; arguments about the necessity of a Bill of Rights and James Madison's role in the adoption.

VII. GOVERNMENT AND CITIZENSHIP

C. Roots of the Republic

Standard: The student will know how Constitutional Amendments and Supreme Court interpretations of the Constitution have increased the impact of the Constitution of people's lives.

Benchmarks	Examples
1. Students will describe the development and ratification of the bill of rights.	1. 1 st – 10 th Amendments.
2. Students will describe the events leading to later amendments.	2. 13 th , 14 th , 15 th 17 th 19 th 24 th , 26 th Amendments
3. Students will describe the development of the Supreme Court's function in interpreting the Constitution.	3. John Marshall's role in defining the function and power of the Supreme Court, pivotal cases such as <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> .

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

Standard: The student will know how the U.S. Constitution seeks to prevent the abuse of power.

Benchmarks	Examples
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.	2. 9 th and 10 th Amendments.
3. Students will explain the process of amending the U.S. Constitution.	

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

Standard: The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.

Benchmarks	Examples
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.	1. Article I; Structure of Congress (elections, leadership, committee system)
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.	2. Article II; Powers and Roles of President; Structure of Executive Branch – Cabinet, Executive Office of the President, Federal Agencies; Process of policy making.
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.	3. Article III; Powers and Role of Judiciary; Federal and Supreme Court Structure; Judicial review, Judicial restraint and judicial activism, use of precedents.
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.	4. International-foreign policy, War on Terrorism, Privacy rights, Affirmative Action.

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

Standard: The student will understand the sovereign status of American Indian Nations.

Benchmarks	Examples
1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.	

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

Standard: The student will understand the role and influence of political processes and organizations.

Benchmarks	Examples
1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.	1. Initiative, referendum, recall
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.	

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

Standard: 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.

Benchmarks	Examples
1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.	1. Trade, diplomacy, treaties and agreements, military actions.
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.	3. Competition for resources and territory, differences in system of government, human rights issues, religious or ethnic conflict.
4. Students will describe the ways the U.S. government develops and carries out U.S. foreign policy and analyze how individuals business, labor and other groups influence	4. Diplomacy, foreign aid, military aid, humanitarian aid, treaties, sanctions and military intervention.

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.	5. United Nations, non-governmental organizations, treaties, national sovereignty.
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.	

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

Standard: The student will understand Minnesota state and local government structure and political processes.

Benchmarks	Examples
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.	

V. GEOGRAPHY

B. Essential Skills

Standard: The students will use maps, globes, geographic, information systems, and other databases to answer geographic questions at a variety of scales from local to global.

Benchmarks	Examples
1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.	1. Atlas, World Wide Web, Topographic maps, Geographic Information Systems, databases, aerial photos.

V. GEOGRAPHY

C. Spatial Organization

Standard: The students will understand the regional distribution of the human population at local of global scales and its patterns of change.

Benchmarks	Examples
1. Students will describe the pattern of	1. Concentrations in east Asia, South Asia

human population density in the united States and major regions of the world.	and Europe; in United States, Northeast, Southwest.
2. Students will provide examples that illustrate the impact changing birth and death rates have on the growth of the human population in the major regions of the world.	2. Slowing growth rate in Europe rapid growth rate in Kenya, negative rates Eastern Europe.
3. Students will use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales.	3. Compare Sweden with Kenya, suburban and inner city census tracts.

V. GEOGRAPHY

C. Spatial Organization

Standard: The students will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.

Benchmarks	Examples
1. Students will use regions to analyze the locational pattern of culture groups at various scales.	1. Patterns of language and religion, subsistence agriculturists.
2. Students will use concepts and models of the process of diffusion to interpret the spread of culture traits.	2. Spread of English language, fashions, technology.
3. Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change	3. Native Americans, African Americans, Hispanics, Asian Americans.
4. Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants.	4.. Suburban developments, urban developments, agricultural communities, retirement communities, New England, California

V. GEOGRAPHY

C. Spatial Organization

Standard: The students will explain how the regionalization of space into political units affects human behavior.

Benchmarks	Examples
1. Students will understand the concept of nationalism and of sovereignty political states and how sovereignty is impacted by international agreements.	1. Restrictions on migration, free trade zones, Law of the Sea, WWII, Peloponnesian War.
2. Students will provide examples of the impact of political boundaries on human behavior and economic activities.	2. NATO, the European Union and the North American Free Trade Agreement, school districts, city boundaries, Mexican

	border with California and Arizona, Cuban border and proximity to Florida.
3. Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them.	3. Divisions of Africa and Asia into colonies, Development of Malaysia, South Africa, Somalia
4. Students will evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.	4. Minnesota, North Carolina, California, Texas, Congressional Districts, State Legislative Districts, City Council Districts.

V. GEOGRAPHY

C. Spatial Organization

Standard: The students will analyze the patterns of location, functions, structure; and characteristics of local to global settlement patterns and the processes that affect the location of cities.

Benchmarks	Examples
1. Students will describe the contemporary patterns of large cities.	1. Cities of more than 5 million around the world, metro areas of more than 1 million in the United States.
2. Students will describe the processes that have produced this pattern of cities.	2. Industrialization and colonization, globalization

V. GEOGRAPHY

D. Interconnections

Standard: The students will describe how humans influence the environment and in turn are influenced by it.

Benchmarks	Examples
1. Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it.	1. Construction of dams, Soviet Union vs. United States, industrial North vs. Agricultural South
2. Student will analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources.	2. Recycling, limiting energy, consumption, new fuels.
3. Students will understand and analyze examples of the impacts of natural hazards on human activities and land use.	3. Wildfires in southern California, tornados, hurricanes.

I. U.S. HISTORY

O. Contemporary United States 1970 to the present.

Standard: The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th Century and the beginning of the 21st Century.

Benchmarks	Examples
1. Students will demonstrate knowledge of the changing domestic and foreign policies in the Ford, Carter, Reagan, George H.W. Bush, and Clinton, George W Bush administration	1. Inflation and recession; rise of the New Right; defeat of the ERA; supply side economics; the “Reagan Revolution”; Americans with Disabilities Act, 1990; Violence Against Women Act, 1994; NAFTA, the Patriot Act, Détente, Nixon’s visit to China; Iran Hostage Crisis; national sovereignty; collapse of communism in Eastern Europe and USSR: Glasnost; Iron Contra affair; First Iraq war; 9-11; Afghanistan, Taliban, Osama Bin Laden; War on Terrorism, second Iraq War.
2. Students will demonstrate knowledge of economic, social and cultural developments in contemporary United States.	2. Inflation, recession,; labor force participation of women and minorities; shift to service economy; “culture wars,” computer revolution; information economy; new immigration in the 1970s, 80s, and 90s; terrorism & civil liberties.

III. WORLD HISTORY

I. The Post-war Period, 1945 AD-present

Standard: The student will identify challenges and opportunities as we enter the 21st century.

Benchmarks	Examples
1. Students will demonstrate knowledge of the continuing impact of September 11, 2001	1. New clashes of economic, political, and religious world views.