

BEMIDJI AREA SCHOOLS
 SOCIAL STUDIES LEARNER OUTCOMES
 Social Studies I
 9th Grade

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
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.	1. Amendments 1-10, 13-15, 19, 26
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; <i>In Re Gault</i> , <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 know how citizenship is defined, established, and exercised and how it has changed over time.

Benchmarks	Examples
1. Students will define citizenship and describe the processes by which individual become United States citizens	1. Birth in the United States, birth to at least one parent who is a U.S. citizen, adoption, marriage, immigration and naturalization, parental naturalization (for children under 18)
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.	2. Rights of legal citizens: vote, run for public office, serve on a jury, hold certain government jobs, use of U.S. passport, receive social security benefits; Responsibilities; both citizens and non-citizens must obey the law, pay taxes, register for selective service (if permanent residents); Chinese Exclusion Act of 1882-1943, American Indian Citizenship Act of 1919, <i>U.S. v. Thind</i> (1923), Indian

	Citizenship Act (Snyder Act) of 1924, Nationality Act of 1940, Executive Order 9066 (Japanese Internment), Immigration and Nationality Act of 1952, Voting Rights Act of 1965.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VII. GOVERNMENT AND CITIZENSHIP 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.	
4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.	

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, 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
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.	1. Charters and governing structures of early colonies, English Common Law, political rights defined by gender and property ownership, religion, legal status, influence of Puritanism, the rise of individualism, and participatory government, conflicts between legislative and executive branches, influence of chattel slavery on concept of rights and freedoms; impact of English Civil War and “Glorious Revolution”.
2. Students will recognize and analyze the	2. The Magna Carta, Mayflower Compact,

impact of early documents on the development of the government of the United States.	Constitution of the Iroquois Confederation, English Bill of Rights, Blackstone’s Commentaries on the Laws of England, Articles of Confederation, Federalist Papers
3. Students will explain how key principles of the United States government were modeled after other political philosophies.	3. Greek democracy, Roman republic Thomas Hobbes, John Locke, Jean Jacques Rousseau, Charles-Louis de Montesquieu.
4. Students will describe revolutionary government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.	4. Development of state constitutions, work of continental congress, Northwest Ordinance, the problems of war debt, disposal of western lands, foreign relations, foreign and internal trade, banking, taxation, Shay’s Rebellion.

VII. GOVERNMENT AND CITIZENSHIP

C. Roots of the Republic

Standard: The student will understand demonstrate knowledge of the continuing impact of the Declaration of Independence in the US and worldwide.

Benchmarks	Examples
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.	1. Laws of nature, rights, popular sovereignty, right of revolution, injuries and usurpations of the king
2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration	2. Working Men’s Declaration of Independence 1829, Declaration of Sentiments 1848 (Seneca Falls) Gettysburg Address, Martin Luther King Jr.’s “I have a dream…” Later Critiques by John Stuart Mill and Henry David Thoreau

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 <i>Letters from a Pennsylvania Farmer</i> ; arguments about the necessity of a Bill of Rights and James Madison's role in its 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 concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments	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 (election, 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	1. Initiative, referendum, recall

voting, and election process, including the Minnesota caucus system.	
2. Students will examine the impact of American political parties 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 U.S. foreign policy.	4. Diplomacy, foreign aid, military aid, humanitarian aid, treaties, sanctions and military intervention.
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

C. Spatial Organization

Standard: The student 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 sovereign 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 Northern 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 tension that arise when boundaries of political units do not correspond to nationalities of people living within them.	3. Division 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.

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.