



**MINNESOTA**  
**Academic Standards – Economics and**  
**Government and Citizenship Grades 9-12**  
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OBJECTIVES	PAGE REFERENCES
<b>VI. ECONOMICS</b>	
A. The Market Economy (Micro Economics) The student will understand that in a market economy income is earned in different ways.	
1. Students will identify multiple forms of income and their sources.	SE: 428-432, 440-442, 480-485, 512-513, 534-535 <i>Issues to Debate</i> 495 <i>Careers Handbook</i> 635-643 TWE: TTTA 523 DI 536
2. Students will recognize types and roles of firms.	SE: 464, 480-485, 491-494 TWE: ICA 483
The student will understand business organizations, market structures, and financial institutions that operate within our economy.	
1. Students will identify and compare and contrast various industries and the occupations related to them.	SE: 139-142, 166-168, 172-174, 179-185, 198-199, 200-201, 637-641 TWE: DI 181 EC 184 RS 180 WYC 135
2. Students will compare and contrast the concepts of competition and monopoly, and predict consequences of each.	SE: 416-419, 428-432, 434-437, 438-442, 502-506, 572-575, 576-580 TWE: RS 503, 573 DI 574
3. Students will describe various financial institutions, compare and contrast their roles, and explain how those institutions relate to their lives.	SE: 525-527, 529-533, 534-537 TWE: DI 536
The student will understand the basic characteristics of markets and the role of prices in modern market economies.	
1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services.	SE: 448-451, 452-456, 462-465, 466-469, 471-475 <i>Analyzing Graphs and Charts</i> 450, 463, 472 TWE: RS 472 DI 473

OBJECTIVES	PAGE REFERENCES
2. Students will identify the direct and indirect effects of price floors and price ceilings.	Price ceiling/floors defined: SE: 473 Impact of price controls on free enterprise and competition: SE: 434-439 TWE: RS 435 C 437 Impact of price controls on profit and supply/demand: SE: 455-456, 464-465 TWE: C 456 TTTA 461 Comparison of economic systems with and without strict price controls: SE: 572-575
3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.	SE: 452-456, 466-469, 472 TWE: DI 473
4. Students will explain how interest rates and exchange rates are influenced by market conditions and how changes in interest rates affect individual and business decision-making.	SE: 532, 569-570 TWE: DI 536
The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell.	
1. Students will explain how competition among sellers often results in lower prices, higher product quality, better customer service and a more efficient allocation of scarce resources.	SE: 418, 435
The student will understand the risks and opportunities associated with entrepreneurship.	
1. Students will explain that entrepreneurs accept the risks associated with organizing productive resources to produce goods and services, with the hope to earn profits.	SE: 406-408, 410-414, 424-426, 428-432, 435-436, 464, 466-469, 480-485 <i>Evaluating Charts</i> 408 TWE: RS 425
2. Students will describe the role of innovation and profit motive in helping to reduce problems associated with scarcity.	SE: 406-409, 424, 430-432, 434-437, 462-465 <i>Evaluating Charts</i> 408 TWE: C 409 RT 435 EC 584
The student will understand the role of labor in the economy.	
1. Students will describe the role and characteristics of collective bargaining, as well as the key components of a typical negotiated labor management contract.	SE: 488-489 <i>Americans in Action</i> 486
2. Students will describe and analyze the role of unions in the United States economy in the past and present.	SE: 486-489 <i>American Biographies</i> 488

OBJECTIVES	PAGE REFERENCES
<b>The student will understand the economic role of government in a free market economy.</b>	
1. Students will identify that one important role for government in the economy is to secure and enforce property rights.	SE: 104-105, 396-397, 435, 572 <i>Economics and You</i> 99
2. Students will identify and explain public goods.	SE: 8, 192-193, 313, 329-330, 332, 352-358, 502-503, 551-552, 573 TWE: DI 504 TTTA 305
3. Students will recognize that, in the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible.	SE: 417-418, 504-505, 573
4. Students will recognize that some government policies attempt to redistribute income.	SE: 8, 333, 517-518, 556-557 TWE: RS 516
<b>B. The National Economy (Macro Economics)</b>	
<b>The student will understand the economic activities of government.</b>	
1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing.	SE: 289-290, 318, 429-430, 503, 543-546, 554 TWE: C 546 RS 543 TTTA 541
2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.	SE: 334, 336-337, 393, 417-418, 439, 503-506, 536-537, 573 <i>Americans in Action</i> 502 <i>Economics and You</i> 442 TWE: ICA 505 RS 439
<b>The student will understand the concepts that measure the national economy.</b>	
1. Students will define and give examples of basic economic terms.	SE: 416-417, 424-427, 430-432, 434-436, 448-449, 462-463, 473, 502-505, 509-511, 529, 531-532, 553-557, 564-570, 572-575 TWE: ICA 431
2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.	SE: 426-427, 508-513 TWE: DI 426 ICA 511 RS 509
<b>The student will understand and explain that the U.S. economy is primarily a free market system.</b>	
1. Students will understand and explain that free market economies are regulated primarily by supply and demand, and that competition is essential to a free market economy.	SE: 435, 448-456, 462-469, 471-473, 504-505, 573 <i>Citizenship and You</i> 460 TWE: C 456 DI 454 ICA 455 RS 463
<b>The student will understand basic measures of overall economic performance.</b>	
1. Students will analyze the interrelationships among the unemployment rate, the inflation rate, and the rate of economic growth.	SE: 428-429, 508-512, 530 TWE: RS 509, 512

OBJECTIVES	PAGE REFERENCES
2. Students will describe how the concept of the balance of trade is used to measure the international flow of goods and services.	SE: 564-570 <i>Analyzing Maps and Graphs</i> 568 TWE: TTTA 563 DI 566 RS 568 EC 569 C 570
The student will analyze the causes and consequences of overall economic fluctuations.	
1. Students will describe the basic characteristics of economic recessions and economic expansions.	SE: 509-510 TWE: RS 509
2. Students will understand some of the reasons for fluctuations in economic activity.	SE: 509-512 TWE: ICA 511 RS 509, 512
The student will understand the influence of federal government budgetary policy and the Federal Reserve System's monetary policy.	
1. Students will identify that fiscal policies are decisions to change spending and/or tax levels by the federal government.	SE: 510-511, 555-557
2. Students will explain the direct and indirect effects of fiscal policy on employment, output, and interest rates.	SE: 510-511, 555-557 TWE: ICA 557
3. Students will explain the relationship between federal budget deficits and the national debt.	SE: 553-554, 555
4. Students will identify the ways in which monetary policy influences employment, output, inflation, and interest rates.	SE: 417, 508-513, 531-533, 553-557 <i>Analyzing Graphs</i> 509, 511 TWE: RS 509, 512 ICA 511 C 557
5. Students will explain how interest rates influence business investment spending and consumer spending on housing, cars, and other major purchases.	SE: 417, 532-533 <i>Analyzing Graphs</i> 532 TWE: DI 536
The student will understand that economic growth is the primary means by which a country can improve the future economic standard of living for its citizens.	
1. Students will explain that Gross Domestic Product (GDP) per capita is a measure that permits comparisons of material living standards over time and among people in different nations.	SE: 426-427, 508-509, 573-574
2. Students will identify that the productivity of workers is measured by dividing the output of goods and services by the number of hours worked.	SE: 430-431
3. Students will recognize that standards of living increase as the productivity of workers rises.	SE: 430-432 <i>Analyzing Graphs</i> 611

OBJECTIVES	PAGE REFERENCES
4. Students will understand that investments in physical capital (machinery, equipment, and structures), human capital (education, training, skills), and new technologies commonly increase productivity and contribute to an expansion of future economic prosperity.	SE: 424-425, 430-432, 464, 466-467 TWE: RS 425, 467 T 467
<b>C. Essential Skills</b> The student will understand and use economic concepts, theories, principles and quantitative methods to analyze current events.	
1. Students will use tables, graphs, equations, diagrams, and charts to interpret economic information.	SE: 429, 450, 453, 464, 468, 472, 509, 511, 532, 544, 550, 555, 568, 573, 611 TWE: ICA 9, 511 RS 509 TTA 498
2. Students will evaluate the economic implications of current issues as found in such sources as magazine articles, radio and television reports, editorials, and Internet sites.	SE: <i>Economics and You</i> 411 TWE: DI 397 ICA 317 RS 549 TTA 498
3. Students will distinguish among the contributions to economic thought made by leading theorists including, but not limited to, Adam Smith, Thomas Malthus, Karl Marx, Milton Friedman, and John Maynard Keynes.	SE: 436-437, 574 <i>Americans in Action</i> 434 <i>American Biographies</i> 430 <i>Economics and You</i> 506 <i>Fact Fiction Folklore</i> 611
The student will learn and be able to apply personal financial management and investment practices.	
1. Students will analyze short- and long-term investment options such as stocks, bonds, real estate, and mutual funds by comparing the risk, return, and liquidity of these instruments.	SE: 512-513 TWE: TTTA 523
2. Students will recognize a proper role for credit and how to utilize risk management strategies including the use of insurance.	SE: 416-419, 438-442, 526-527, 531-533 <i>Economics and You</i> 537 TWE: C 442, 527
3. Students will explain the concepts of compound interest and the Rule of 72, and the applicability to both investment gains and debt retirement.	The following references cover investments, interest and banking. Calculating compound interest and the Rule of 72 formula for estimating the time it will take to double your investment can be covered in discussion or with cross-curricular activities with mathematics lessons. SE: 508-513, 524-528, 531-533, 534-536 TWE: C 527 DI 536
<b>D. International Economic Relationships</b> The student will understand the key factors involved in the United States' economic relationships with other nations.	
1. Students will understand and apply the concepts of comparative and absolute advantage in international trade.	SE: 565 TWE: TTTA 563

OBJECTIVES	PAGE REFERENCES
2. Students will analyze the controversy and major arguments for and against international trade agreements such as NAFTA and GATT.	SE: 569, 598 TWE: EC 569
3. Students will know the major characteristics of the principal types of economic systems in this world and compare and contrast them with the U.S. system.	SE: 572-575, 576-578, 600-601 TWE: CAY 562 DI 574 ICA 579, 613 RS 562, 577
4. Students will know and understand the significance of these concepts: trade deficits, exchange rates, trade barriers, balance of trade, foreign exchange markets, and give examples of their current application to U.S. trade relationships with other countries in the world.	SE: 564, 565-567, 569-570, 611-612 <i>Americans in Action</i> 564 <i>Economics and You</i> 580 TWE: RS 565
5. Students will know the roles of the World Bank and IMF, analyze their effectiveness in the world community, and critique their operation in a specific country.	SE: 580, 619-620
6. Students will examine the impact of U.S. foreign policy on the economies of developing countries.	SE: 177-178, 613, 617, 619-620 TWE: EC 569
7. Students will know and analyze the reasons some countries are characterized as developing nations.	SE: 576-580, 612-615 <i>Interpreting Maps</i> 573 <i>Evaluating Charts</i> 579 TWE: C 580 DI 612
8. Students will examine the purpose and evaluate the effectiveness of U.S. economic aid to developing countries.	SE: 580, 610-615, 617-621, 624-627 RS 611 T 611
<b>E. Economics and Public Policy</b> The student will apply economic theories and concepts to public policy issues.	
1. Students will know the definitions, evaluate the purposes, and analyze the effects of the following economic activities: government subsidies, government incentives, economic externalities, profit maximization, multinational corporations, unions, right to work laws, government deregulation, entitlements, progressive taxes, government's role in providing in public goods, economic safety nets, and corporate crime.	SE: 411-414, 417, 418, 473, 486-489, 502-504, 545, 551-552, 556-557, 573, 621 TWE: C 489 DI 504
2. Students will use their knowledge of economic concepts and data to analyze a significant national public policy issue and recommend a solution.	SE: 332, 333, 334-337, 516-518 TWE: RS 516
3. Students will know and analyze how income and wealth are distributed among different sectors of the population.	SE: 390, 515-516 TWE: DI 517

OBJECTIVES	PAGE REFERENCES
4. Students will know how poverty is defined in the U.S., what its causes are, examine possible solutions, and analyze the impact poverty has on the short and long run health of the economy.	SE: 332, 515-517 TWE: DI 517
5. Students will use their knowledge of economics to describe and analyze significant world economic issues.	SE: 336-337, 578-579, 612-613, 614-615 <i>Economics and You</i> 411 TWE: C 580, 615
6. Students will use the analytical skills commonly used in economics to analyze public policy issues in their community, state, and nation.	SE: 289-290, 329-333, 335, 396-399 TWE: DI 337 ICA 332 RS 614
7. Students will identify and analyze the conflicts that can result from differences between business interests and community interests.	SE: 334-337, 392-393, 614-615 <i>Economics and You</i> 41 TWE: C 615 ICA 413 RS 335
8. Students will examine and analyze the economic principles practiced in this country to determine their consistency with the democratic principles upon which our country is based.	SE: 10-11, 37, 390, 417, 434, 435, 439 TWE: C 12
<b>VII. GOVERNMENT AND CITIZENSHIP</b>	
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.	
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.	SE: 98-101, 103-107, 109-112, 282-286 <i>Evaluating Charts</i> 99, 104, 110 The following activities can be used to facilitate lessons and discussions specific to rights guaranteed under the Minnesota Constitution. Adjunct materials, such as a copy of the MN State Constitution, would enhance the lessons/discussions. TWE: CTA 86 PR 280 DI 289
2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation.	SE: 109-112, 113-115, 206-210 <i>Analyzing the Court Decision</i> 108, 263, 374 <i>Evaluating Charts</i> 110, 114, 207 TWE: RS 114
3. 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.	SE: 103-107, 109-112, 192-195, 282-286, 352-358 <i>Evaluating Charts</i> 110, 353 <i>Analyzing the Court Decision</i> 301, 374 TWE: C 286

OBJECTIVES	PAGE REFERENCES
The student will know how citizenship is defined, established, and exercised and how it has changed over time.	
1. Students will define citizenship and describe the processes by which individuals become United States citizens.	SE: 6, 14-17, 120-124 TWE: TTA 2 RT 15 C 17
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.	Many of the following references cover the rights of United States citizens; the rights of non-citizens would be the converse. SE: 14-17, 98-101, 103-107, 109-113, 120-124, 352-358 <i>Oath of Allegiance to the United States</i> 15 <i>Evaluating Charts</i> 122 TWE: DI 122 ICA 123
The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.	
1. Students will demonstrate the ability to use the print and electronic media to do research and analyze data.	SE: 258-262, 264-268, 270-275 <i>Critical Thinking Skillbuilder</i> 131 <i>Citizenship Skillbuilder</i> 269 <i>Technology Skillbuilder</i> 388, 470, 514, 571 TWE: DI 266
2. Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.	SE: 258-262, 264-268, 270-275, 384-387 <i>Citizenship Skillbuilder</i> 231, 251, 269 <i>Evaluating Charts</i> 274 TWE: DI 260 RT 271
3. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.	SE: 125-130, 218-222, 223-226, 227-230, 236-240, 258-262, 264-268, 270-275, 324-327, 384-387
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.	SE: 120-124, 258-262, 270-275, 384-387 <i>Citizenship Skillbuilder</i> 359, 379 TWE: RT 121, 126, 271 ICA 141
B. Beliefs and Principles of United States Democracy The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.	
1. Students will define and provide examples of fundamental principles and core values of American political and civic life.	SE: 10-12, 19-23, 37-38, 83, 89-93, 113-115, 120-124, 192-193 <i>Evaluating Charts</i> 11 TWE: DI 91
2. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.	SE: 60-81, 82-87, 89-93, 98-101, 103-107, 109-112, 206-210 TWE: CLA 70 EC 72, 74

OBJECTIVES	PAGE REFERENCES
3. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare.	SE: 6-12, 89-93, 98-101, 103-107, 109-112 <i>Issues to Debate</i> 13 TWE: RT 90 C 93, 101, 115
4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.	SE: 572-575, 588-593, 595-598, 599-604, 622-627 <i>Evaluating Charts</i> 590, 596 TWE: TTTA 587 ICA 591 RT 592
<b>The student will know sources of power and authority of the United States government.</b>	
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.	SE: 10-12, 37-38, 89-93, 590-593 <i>Evaluating Charts</i> 11, 91, 92 TWE: ICA 591 RT 592
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.	SE: 60-71, 82-87, 89-93, 146 <i>Evaluating Charts</i> 84, 91, 92 TWE: RT 63, 83 ICA 92
3. Students will distinguish between the powers granted to the government and those retained by the people.	SE: 6-12, 37-38, 82-87, 92-93, 98-101, 103-107, 109-112 <i>Evaluating Charts</i> 11 <i>Issues to Debate</i> 13 TWE: RT 83
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.	SE: 6-12, 82-87, 89-93, 98-101, 103-108, 109-112, 113-115 <i>Evaluating Charts</i> 11 <i>Analyzing the Court Decision</i> 374 TWE: C 115
<b>The student will understand tensions that exist between key principles of government in the United States.</b>	
1. Students will explain the current and historical interpretations of the principle of equal protection of the law.	SE: 74, 109-112, 113-115, 209-210, 352-358 <i>Analyzing the Court Decision</i> 301, 374 <i>Historical Documents</i> 668 TWE: EC 74, 75
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."	SE: 6-12, 19-23, 89-93, 98-101, 103-108, 109-112, 113-115 <i>Evaluating Charts</i> 11 <i>Issues to Debate</i> 13 TWE: RT 96 C 115
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.	SE: 6-12, 23, 61, 83, 89-93 <i>Evaluating Charts</i> 11, 90, 122 TWE: DI 590

OBJECTIVES	PAGE REFERENCES
4. Students will analyze the role of civil disobedience in the United States.	SE: 33-38, 113-115, 273 <i>Analyzing the Court Decision</i> 108 <i>The Law and You</i> 318 <i>American Biographies</i> 488 TWE: DI 35 RS 114 ICA 273 C 275
<b>C. Roots of the Republic</b> The student will understand the forces that impacted the founding of the United States.	
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.	SE: 28-32, 33-38, 39-42, 44-47, 52-54, 55-59, 89-93, 346-347 TWE: TTTA 27 RT 37
2. Students will recognize and analyze the impact of early documents on the development of the government of the United States.	SE: 28-32, 33-38, 39-42, 44-47, 52-54, 55-59 <i>Evaluating Charts</i> 90 TWE: RT 37, 40 TTTA 51
3. Students will explain how key principles of the United States government were modeled after other political philosophies.	SE: 28-32, 33-38, 91, 344-347 <i>Evaluating Charts</i> 30 TWE: RT 29, 37, 40 DI 30
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.	SE: 33-38, 39-42 <i>Evaluating Charts</i> 41 TWE: RT 34, 37, 40 ICA 36 DI 41
The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.	
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.	SE: 23, 36-38, 44-47 TWE: C 23 RT 37, 46 T 45 AS 46 DI 47
2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration.	SE: 36-38, 44-47 <i>Historical Documents</i> 663, 665, 670 TWE: CC 45 RT 46
The student will understand the process of creating the U.S. Constitution.	
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.	SE: 39-42, 52-54, 55-59 <i>Evaluating Charts</i> 41 TWE: RT 40, 53 DI 41 C 42 TTTA 51 ICA 58

OBJECTIVES	PAGE REFERENCES
2. Students will analyze the debate over ratification of the Constitution.	SE: 52-54, 55-59 TWE: RT 50, 53 TTTA 51 C 54 ICA 58
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.	
1. Students will describe the development and ratification of the Bill of Rights.	SE: 55-59, 72-73, 98-101, 103-107 <i>Evaluating Charts</i> 90 TWE: EC 72 CLA 81 RT 104 DI 105 ICA 106
2. Students will describe the events leading to later amendments.	SE: 85-86, 109-112 <i>Evaluating Charts</i> 110 TWE: RT 110 DI 111
3. Students will describe the development of the Supreme Court's function in interpreting the Constitution.	SE: 86-87, 110-111, 114, 202-204 <i>Evaluating Charts</i> 91, 207 <i>American Biographies</i> 202 <i>Analyzing the Court Decision</i> 211, 519 TWE: RT 201
D. Governmental Processes and Institutions The student will know how the U.S. Constitution seeks to prevent the abuse of power.	
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.	SE: 82-87, 89-93, 282-286 <i>Evaluating Charts</i> 91, 92 <i>Analyzing the Court Decision</i> 211 TWE: C 87, 93 RT 90 ICA 92
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.	SE: 58-59, 92-93, 107, 282-286 <i>Evaluating Charts</i> 92, 284 TWE: ICA 92, 285 RT 283
3. Students will explain the process of amending the U.S. Constitution.	SE: 70, 85-86 <i>Evaluating Charts</i> 85 TWE: CLA 70 T 70
The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.	
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.	SE: 138-144, 146-150, 151-155, 157-161 <i>Evaluating Charts</i> 149, 160 TWE: RT 147, 158 DI 148 ICA 160
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.	SE: 166-169, 171-174, 175-178, 179-185 <i>Evaluating Charts</i> 172, 180, 183 TWE: TTTA 165 RT 167, 172

OBJECTIVES	PAGE REFERENCES
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.	SE: 192-195, 196-199, 200-204 <i>Evaluating Charts</i> 197 TWE: TTTA 191 RT 193, 201 DI 194 ICA 203
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.	SE: 113-115, 175-178, 206-210 <i>Issues to Debate</i> 13, 581 <i>Evaluating Charts</i> 114, 207 TWE: RT 114, 176 C 115
The student will understand the sovereign status of American Indian nations.	
1. Students will explain and analyze the unique relationship between American Indian nations and the United States government.	The following references related to diversity and civil rights can be used to facilitate lessons and activities about Native Americans. SE: 19-23, 113-115 <i>Historical Documents</i> 662, 666 <i>Supreme Court Cases, Worcester v. Georgia (1832)</i> 674
The student will understand the role and influence of political processes and organizations.	
1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.	SE: 227-230, 236-240, 241-244 <i>Issues to Debate</i> 245, 394 TWE: T 242 The following references can be used to facilitate lessons specifically related to state elections, perhaps with adjunct materials, such as the Minnesota State Constitution. SE: 286, 299-300 TWE: RT 288
2. Students will examine the impact of American political parties and on elections and public policy.	SE: 218-222, 223-226, 227-230 <i>Evaluating Charts</i> 225 TWE: TTTA 217 RT 219, 224, 228 DI 229
3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation.	SE: 258-262, 264-268, 270-275 <i>Evaluating Charts</i> 274 TWE: TTTA 257 RT 259, 265, 271 DI 260 ICA 267
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.	
1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.	SE: 175-178, 564-570, 588-593, 610-615, 617-621, 622-627 <i>Issues to Debate</i> 581 TWE: RT 176, 565 C 178

OBJECTIVES	PAGE REFERENCES
2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government.	SE: 588-593, 595-598, 599-604 <i>Evaluating Charts</i> 590 TWE: TTTA 587 RT 589, 592, 600, 603 ICA 591
3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.	SE: 588-593, 610-615, 617-621, 622-627 TWE: ICA 591, 620, 625 RT 611, 623 DI 624
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.	SE: 175-178, 565-570, 610-615, 617-621, 622-627 <i>Issues to Debate</i> 581 TWE: RT 176, 565 C 178
5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.	SE: 564-570, 617-621, 622-627 <i>Evaluating Charts</i> 618 TWE: EC 569 TTTA 609 RT 618, 623, 626 ICA 620
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.	The following references and activities deal primarily with the benefits of being an informed, active citizen and making an impact globally through volunteering and advocacy that begins at the community level. SE: 120-124, 125-130, 270-275, 334-337, 384-387 <i>American Biographies</i> 578, 626 <i>Teens in Action</i> 612 TWE: RT 271, 335
<b>The student will understand Minnesota state and local government structure and political processes.</b>	
1. Students will examine the structure and process of Minnesota government as created by the Minnesota Constitution.	The following references deal with state government and state constitutions and can be adapted for lessons specific to Minnesota, perhaps with adjunct materials, such as the Minnesota Constitution. SE: 282-286, 287-290, 292-295, 297-300 TWE: CLA 81 PR 280 TTTA 281 RT 283, 293 DI 289

OBJECTIVES	PAGE REFERENCES
2. Students will compare the Minnesota Constitution with the U.S. Constitution.	<p>The following references and activities deal with the U.S. Constitution and/or the relationship between state and federal government; all can be adapted to lessons specific to Minnesota with adjunct materials, such as the Minnesota Constitution.</p> <p>SE: 60-81, 82-87, 89-93, 282-286  TWE: PR 280  TTTA 281  RT 283  ICA 285  DI 289</p>
3. Students will describe powers, features, and procedures of local government in Minnesota.	<p>The following references deal with various types of local government and can be adapted to lessons and activities specific to Minnesota.</p> <p>SE: 306-311, 312-314, 315-318, 324-327  TWE: PR 304  TTTA 305  RT 307, 310  DI 308  ICA 309</p>

### Codes Used for TWE Pages

AS	Assess
C	Close
CAY	Citizenship and You
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
PR	Purpose for Reading
RS	Reading Strategy
RT	Reading the Text
T	Teach
TTA	Team Teaching Activity
TTTA	Teacher to Teacher Activity
WYC	Working in Your Community