



United States **GOVERNMENT** Democracy In Action

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STANDARDS	PAGE REFERENCES
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.	
<p>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.</p>	<p><i>The following references cover the United States Constitution and the Bill of Rights. Several references also cover State Constitutions and can be adapted to lessons specific to Minnesota with adjunct materials, such as a copy of the Minnesota Constitution.</i></p> <p>Student Edition: 84-90, 355-357, 358-364, 366-370, 637-640 <i>Issues to Debate</i> 41</p> <p>Teacher Wraparound Edition: CL 364, 640; CLA 356, 359, 638; CTA 369</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 10, 20 <i>Quizzes and Tests</i> 155-168</p>

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<p>2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation.</p>	<p>Student Edition: 76-81, 87-90, 355-357, 406-410, 412-418 <i>Critical Thinking</i> 88, 409 <i>Supreme Court Cases to Debate</i> 411</p> <p>Teacher Wraparound Edition: CL 357; CLA 77, 413; CTA 79, 415; ETC 89; ICA 87, 416</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 19 <i>Quizzes and Tests</i> 149-152</p>
<p>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.</p>	<p>Student Edition: 88-89, 355-357, 406-410, 427-428 <i>Supreme Court Cases to Debate</i> 411 <i>Marbury v. Madison (1803)</i> 761</p> <p>Teacher Wraparound Edition: CL 357; CLA 407; CTA 409; ETC 89</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 172-182</p>
<p>The student will know how citizenship is defined, established, and exercised and how it has changed over time.</p>	
<p>1. Students will define citizenship and describe the processes by which individuals become United States citizens.</p>	<p>Student Edition: 391-397</p> <p>Teacher Wraparound Edition: CL 397; CLA 392; CTA 394; ECP 386; ETC 396; MLS 393</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 175-176</p>
<p>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.</p>	<p>Student Edition: 387-390, 391-397</p> <p>Teacher Wraparound Edition: CL 397; CLA 392; CTA 394; ECP 386; MLS 393</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 179-180</p>

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<p>The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.</p>	
<p>1. Students will demonstrate the ability to use the print and electronic media to do research and analyze data.</p>	<p>Student Edition: 495-496 <i>Critical Thinking Skills</i> 117, 193, 571 <i>Technology Skills</i> 177, 349, 471, 631 <i>Social Studies Skills</i> 233, 260, 523 <i>Study and Writing Skills</i> 383, 659, 713</p> <p>Teacher Wraparound Edition: CLA 285, 649; ECP 4, 34, 274, 634; ICA 238; MLS 28; PP 352</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 9, 15, 30</p>
<p>2. Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.</p>	<p>Student Edition: 492-497, 514-517, 527-534 <i>Critical Thinking Skills</i> 59, 193, 327, 571 <i>Social Studies Skills</i> 260 <i>Critical Thinking</i> 496 <i>Issues to Debate</i> 535 <i>Technology Skills</i> 631</p> <p>Teacher Wraparound Edition: CTA 374, 495, 511; ICA 238, 540</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 26 <i>Quizzes and Tests</i> 220</p>
<p>3. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.</p>	<p>Student Edition: 396-397, 508-513, 543-549 <i>Participating in Government</i> 101, 210, 352, 478 <i>Politics and You</i> 182, 223, 546 <i>Voter's Handbook</i> 487-491</p> <p>Teacher Wraparound Edition: CLA 504, 509; CTA 489</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 24 <i>Quizzes and Tests</i> 221-222</p>

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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>Student Edition: 23-24, 396, 544-548 <i>Participating in Government</i> 101, 210, 302, 478 <i>Critical Thinking Skills</i> 193, 327, 676, 737</p> <p>Teacher Wraparound Edition: CTA 144, 160, 248, 334; MLS 174, 368</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 25, 28, 31</p>
<p>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.</p>	
<p>1. Students will define and provide examples of fundamental principles and core values of American political and civic life.</p>	<p>Student Edition: 20-24, 63-67, 355-357, 358-364, 366-370, 396-397, 406-410 <i>Critical Thinking</i> 64, 65</p> <p>Teacher Wraparound Edition: CL 24, 67; MLS 20, 65</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 25, 28, 33-36</p>
<p>2. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.</p>	<p>Student Edition: 63-67, 68-75, 76-81, 84-90, 336-339, 343-347 <i>Critical Thinking</i> 64, 65, 88</p> <p>Teacher Wraparound Edition: CL 67, 75; CLA 69, 77; ETC 89; MLS 65</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 27, 33-36</p>
<p>3. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare.</p>	<p>Student Edition: 21-22, 63-67, 84-90, 355-357, 406-410, 412-418, 427-428, 637-640, 648-654 <i>Critical Thinking</i> 409</p> <p>Teacher Wraparound Edition: CL 67, 357, 405; CLA 413; CTA 86, 401; MLS 65</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 172-173</p>

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<p>4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.</p>	<p>Student Edition: 18-24, 26-30, 689-694, 696-701, 717-721 <i>Critical Thinking</i> 692, 719</p> <p>Teacher Wraparound Edition: CLA 19, 697; CTA 21, 29, 692; ICA 700; MLS 20, 691, 699</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 311-322</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>Student Edition: 21, 63-67, 68-75, 95-102 <i>Critical Thinking</i> 65, 97</p> <p>Teacher Wraparound Edition: CL 67, 75; MLS 65</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 25</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>Student Edition: 64, 68-75, 95-98 <i>Critical Thinking</i> 97</p> <p>Teacher Wraparound Edition: CLA 64; CTA 98; ECP 94</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 29-36</p>
<p>3. Students will distinguish between the powers granted to the government and those retained by the people.</p>	<p>Student Edition: 68-75 <i>Critical Thinking</i> 65, 86, 88 <i>The Tenth Amendment</i> 87</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 29-36</p>
<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>Student Edition: 21-22, 65-67, 84-90, 355-357, 406-410, 412-418, 427-428 <i>Critical Thinking</i> 409</p> <p>Teacher Wraparound Edition: CL 67, 357, 405; CLA 413; CTA 86, 401; MLS 65</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 172-173</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 88-89, 355-357, 406-410, 412-418 <i>Critical Thinking</i> 88, 409 <i>Supreme Court Cases to Debate</i> 411 Teacher Wraparound Edition: CL 357; CLA 407; CTA 409, 412; ETC 89; ICA 416 Teacher Resources: <i>Quizzes and Tests</i> 172-173, 195-196</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>Student Edition: 21-22, 65-67, 84-90, 355-357, 406-410, 412-418, 427-428 <i>Critical Thinking</i> 409 Teacher Wraparound Edition: CL 67, 357, 405; CLA 413; CTA 86, 401; MLS 65 Teacher Resources: <i>Quizzes and Tests</i> 172-173</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>Student Edition: 9-11, 20-21, 37-38, 63, 84-90, 355-357, 406-410, 412-418, 427-428 <i>Critical Thinking</i> 64, 88, 409 Teacher Wraparound Edition: CL 17, 357, 428; ECP 354; ICA 9, 416 Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 19 <i>Quizzes and Tests</i> 25, 172</p>
<p>4. Students will analyze the role of civil disobedience in the United States.</p>	<p>Student Edition: 366-370, 376-382, 396-397, 408-410 <i>Supreme Court Cases to Debate</i> 365 <i>Caption</i> 408 Teacher Wraparound Edition: CLA 367, 377; CTA 369; ECP 354; ETC 363; MLS 408 Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 21</p>

STANDARDS	PAGE REFERENCES
<p>C. Roots of the Republic 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>Student Edition: 35-40, 424-426 <i>Critical Thinking</i> 64 <i>Historic Documents</i> 802, 803 Teacher Wraparound Edition: CLA 36, 424; CTA 38, 426; ECP 34; MLS 37 Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 21 <i>Quizzes and Tests</i> 17-20, 31, 183</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>Student Edition: 35-40, 45-47, 48-52, 56-57, 423-426 <i>Critical Thinking</i> 64 <i>Historic Documents</i> 800-817 Teacher Wraparound Edition: CL 40; CLA 36, 49, 424; CTA 45, 426; ECP 36; MLS 37, 55 Teacher Resources: <i>Quizzes and Tests</i> 17-20, 31</p>
<p>3. Students will explain how key principles of the United States government were modeled after other political philosophies.</p>	<p>Student Edition: 5-11, 26-28, 35-40, 423-426 <i>Critical Thinking Skills</i> 31 <i>Critical Thinking</i> 64 <i>Historic Documents</i> 800-817 Teacher Wraparound Edition: CL 40; CLA 36; CTA 38; ECP 34; MLS 37 Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 8 <i>Quizzes and Tests</i> 1</p>
<p>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.</p>	<p>Student Edition: 35-40, 42-47, 48-52, 53-58 Teacher Wraparound Edition: CL 40, 47, 52, 58; CLA 36; CTA 38, 45, 51; ECP 34; MLS 37, 55 Teacher Resources: <i>Quizzes and Tests</i> 13-16</p>

STANDARDS	PAGE REFERENCES
<p>The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.</p>	
<p>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.</p>	<p>Student Edition: 8, 45-47, 84-90, 355-357, 391 <i>Popular Sovereignty</i> 63 <i>Critical Thinking</i> 86, 88 <i>Declaration of Independence</i> 770-773 Teacher Wraparound Edition: CL 357; CTA 45; MLS 44 Teacher Resources: <i>Quizzes and Tests</i> 14</p>
<p>2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration.</p>	<p>Student Edition: 45-47, 355-357 <i>Popular Sovereignty</i> 63 <i>Critical Thinking</i> 86, 88 <i>Declaration of Independence</i> 770-773 Teacher Wraparound Edition: CL 357 Teacher Resources: <i>Quizzes and Tests</i> 20</p>
<p>The student will understand the process of creating the U.S. Constitution.</p>	
<p>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.</p>	<p>Student Edition: 48-52, 53-58 <i>Critical Thinking Skills</i> 59 <i>Historical Documents</i> 808-817 Teacher Wraparound Edition: CL 52, 58; CTA 51; MLS 50, 55 Teacher Resources: <i>Quizzes and Tests</i> 17-24</p>
<p>2. Students will analyze the debate over ratification of the Constitution.</p>	<p>Student Edition: 53-58 <i>Critical Thinking Skills</i> 59 <i>Historical Documents</i> 812-817 Teacher Wraparound Edition: CL 52, 58; MLS 55 Teacher Resources: <i>Quizzes and Tests</i> 16</p>

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<p>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.</p>	
<p>1. Students will describe the development and ratification of the Bill of Rights.</p>	<p>Student Edition: 8, 46-47, 56-58, 84-87 <i>Critical Thinking</i> 64, 86 Teacher Wraparound Edition: CTA 56 Teacher Resources: <i>Quizzes and Tests</i> 155-159</p>
<p>2. Students will describe the events leading to later amendments.</p>	<p>Student Edition: 87-90 <i>Critical Thinking</i> 88 Teacher Wraparound Edition: ETC 89 Teacher Resources: <i>Quizzes and Tests</i> 27-28</p>
<p>3. Students will describe the development of the Supreme Court's function in interpreting the Constitution.</p>	<p>Student Edition: 72-73, 80-81, 336-341, 344-347, 355-357, 406-410 <i>Critical Thinking</i> 338 <i>Supreme Court Cases to Debate</i> 411 <i>Brown v. Board of Education (1954)</i> 755 <i>Marbury v. Madison (1803)</i> 761 Teacher Wraparound Edition: CL 357; CLA 344, 407; CTA 346, 409; MLS 345 Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 19 <i>Quizzes and Tests</i> 145-152</p>
<p>D. Governmental Processes and Institutions The student will know how the U.S. Constitution seeks to prevent the abuse of power.</p>	
<p>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.</p>	<p>Student Edition: 65-67, 68-75, 172-176, 249-250, 339-341, 641-647 <i>Critical Thinking</i> 66 Teacher Wraparound Edition: CL 75, 250; CLA 173; CTA 66; ICA 340 Teacher Resources: <i>Quizzes and Tests</i> 25-26</p>

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<p>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.</p>	<p>Student Edition: 95-102; 106-110, 112-116 <i>Critical Thinking</i> 97</p> <p>Teacher Wraparound Edition: CL 102; CLA 96; CTA 98; ECP 94; MLS 108</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 37-48</p>
<p>3. Students will explain the process of amending the U.S. Constitution.</p>	<p>Student Edition: 76-81 <i>Critical Thinking</i> 77</p> <p>Teacher Wraparound Edition: CL 81; CLA 77; CTA 79; ICA 80</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 27</p>
<p>The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.</p>	
<p>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.</p>	<p>Student Edition: 64, 68-70, 132-137, 157-165, 181-188 <i>Critical Thinking</i> 159, 185 <i>Constitution of the United States</i> 775-782</p> <p>Teacher Wraparound Edition: CL 165; CLA 158; CTA 135, 160, 184; ECP 156, 180; ICA 161</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 13-14 <i>Quizzes and Tests</i> 65-66</p>
<p>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.</p>	<p>Student Edition: 64, 70-71, 245-250, 252-259, 261-264 <i>Constitution of the United States</i> 782-785</p> <p>Teacher Wraparound Edition: CL 250, 259; CLA 253; CTA 255; ICA 249</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 15 <i>Quizzes and Tests</i> 103-104</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Student Edition: 64, 72-73, 305-310, 320-326, 331-335, 336-341, 343-348 <i>Constitution of the United States</i> 785-786</p> <p>Teacher Wraparound Edition: CLA 344; CTA 308, 346; MLS 333</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 19 <i>Quizzes and Tests</i> 141-143</p>
<p>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.</p>	<p>Student Edition: 16-17, 68-75, 200-203, 252-259, 261-262, 336-341, 406-410, 412-418, 707-712 <i>Critical Thinking</i> 409 <i>Issues to Debate</i> 626</p> <p>Teacher Wraparound Edition: CL 259; CLA 201, 253, 407, 413, 709</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 172-173, 259-270, 271-274</p>
<p>The student will understand the sovereign status of American Indian nations.</p>	
<p>1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.</p>	<p><i>The following references provide points of entry to lessons/discussions about Native Americans and can be augmented with adjunct materials.</i></p> <p>Student Edition: 394-395, 665</p> <p>Teacher Wraparound Edition: CLA 49; ICA 340</p>

STANDARDS	PAGE REFERENCES
The student will understand the role and influence of political processes and organizations.	
<p>1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.</p>	<p><i>The following references cover national and state election processes and can be adapted to lessons specific to Minnesota.</i></p> <p>Student Edition: 464-470, 475-479 <i>Issues to Debate</i> 227, 463 <i>Voter's Handbook</i> 486-491 <i>The Road to the Legislature</i> 641-642 <i>Election</i> 643-644</p> <p>Teacher Wraparound Edition: CTA 467, 489; ECP 474; ICA 468, 490</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 23-24 <i>Quizzes and Tests</i> 213-220</p>
<p>2. Students will examine the impact of American political parties and on elections and public policy.</p>	<p>Student Edition: 453-457, 458-462, 464-470, 475-479, 493-494</p> <p>Teacher Wraparound Edition: CL 457; CLA 459; CTA 461, 467; ICA 468; MLS 477</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 201-208</p>
<p>3. Students will examine the role of interest groups, think tanks, the media, and public opinion on the political process and public policy formation.</p>	<p>Student Edition: 503-507, 508-513, 514-517, 527-534, 543-549 <i>Issues to Debate</i> 535</p> <p>Teacher Wraparound Edition: CL 507, 509, 513; CLA 504; CTA 506, 511, 548; MLS 505</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 29 <i>Quizzes and Tests</i> 225-232</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	
<p>1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.</p>	<p>Student Edition: 16-17, 607-613, 627-630, 689-694, 696-701, 702-706, 707-712</p> <p>Teacher Wraparound Edition: CL 701, 712; CLA 608, 628, 709; CTA 610; ECP 688; ICA 698</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities 32</i> <i>Quizzes and Tests 315-322</i></p>
<p>2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government.</p>	<p>Student Edition: 18-24, 689-694, 696-701 <i>Critical Thinking 692</i></p> <p>Teacher Wraparound Edition: CL 701; CLA 690, 697; CTA 21, 692; ECP 688; MLS 20, 699</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities 32</i> <i>Quizzes and Tests 315-322</i></p>
<p>3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.</p>	<p>Student Edition: 16-17, 607-613, 627-630, 689-694, 696-701, 702-706, 707-712, 732-736</p> <p>Teacher Wraparound Edition: CL 701, 712; CLA 608, 628, 709; CTA 610; ECP 688; ICA 698</p> <p>Teacher Resources: <i>Quizzes and Tests 314</i></p>
<p>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.</p>	<p>Student Edition: 16-17, 257-259, 508-513, 546-547, 607-613, 614-620, 621-625, 627-630, 707-712, 732-736</p> <p>Teacher Wraparound Edition: CLA 615, 628; CTA 511, 610; MLS 609</p> <p>Teacher Resources: <i>Quizzes and Tests 271-274</i></p>

STANDARDS	PAGE REFERENCES
<p>5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.</p>	<p>Student Edition: 702-706, 710-712, 734-736</p> <p>Teacher Wraparound Edition: CL 706; CLA 703; CTA 705; ETC 704</p> <p>Teacher Resources: <i>Quizzes and Tests 313</i></p>
<p>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.</p>	<p>Student Edition: 16-17, 612-613, 627-630, 707-712, 732-736</p> <p>Teacher Wraparound Edition: CL 736; CLA 709; CTA 711, 735; MLS 734</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities 29</i></p>
<p>The student will understand Minnesota state and local government structure and political processes.</p>	
<p>1. Students will examine the structure and process of Minnesota Government as created by the Minnesota Constitution.</p>	<p><i>The following references cover the structure and function of state government and can be used to facilitate lessons specific to Minnesota.</i></p> <p>Student Edition: 636-640, 641-647, 648-654</p> <p>Teacher Wraparound Edition: CL 654; CLA 642, 649; CTA 644; ECP 636; MLS 639, 643, 650</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities 31</i></p>
<p>2. Students will compare the Minnesota Constitution with the U.S. Constitution.</p>	<p><i>The following references cover the United States Constitution and state constitutions, as well as the structure of the national and state governments set forth by their respective constitutions. The references easily can be adapted to lessons specific to Minnesota with adjunct materials, such as a copy of the Minnesota Constitution.</i></p> <p>Student Edition: 63-67, 68-75, 637- 640, 641-647</p> <p>Teacher Wraparound Edition: CLA 64, 638, 642; CTA 66, 644; ECP 62, 636; MLS 639</p> <p>Teacher Resources: <i>Quizzes and Tests 285</i></p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe powers, features, and procedures of local government in Minnesota.</p>	<p><i>The following references cover the structure and function of local government and can be used to facilitate lessons specific to Minnesota.</i></p> <p>Student Edition: 663-668, 669-675</p> <p>Teacher Wraparound Edition: CLA 664, 670; CTA 672; ECP 662; ICA 667, 673; MLS 665, 671</p> <p>Teacher Resources: <i>Performance Assessment Strategies and Activities</i> 31</p>