

2021 K-12 Academic Standards in Social Studies: Citizenship and Government Strand Learning Progression

The 2021 K-12 Academic Standards in Social Studies includes five disciplinary strands, including citizenship and government, economics, geography, history, and ethnic studies. Each strand is divided into three-to-six anchor standards. The citizenship and government strand is comprised of six anchor standards and associated benchmarks. This document breaks down the progression of learning as relates to the citizenship and government strand in the social studies standards.

An Overview of Academic Standards and Benchmarks

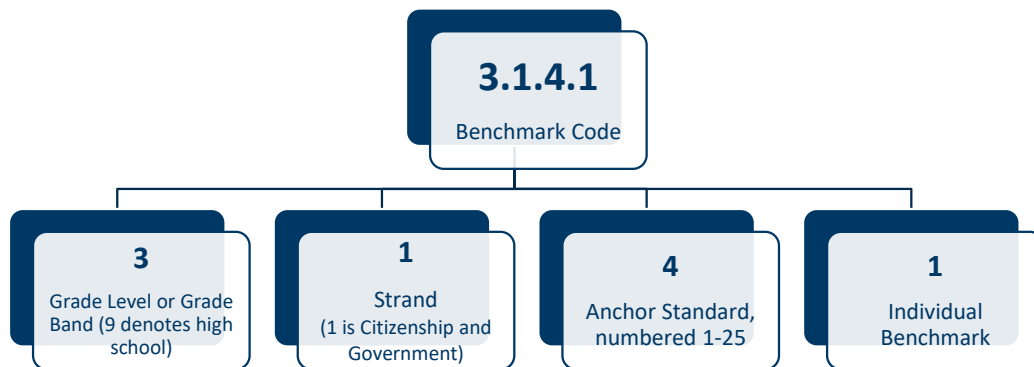
Academic Standards and Benchmarks

Academic standards and benchmarks are both defined in state statute.

- **Academic standards** are summary descriptions of student learning in a content area. They are broad descriptions of major concepts and skills that are repeated at multiple grade levels because they represent the “big picture.”
- **Benchmarks** represent the learning that is to be mastered by the end of a particular grade (in grades K–8) or grade band (in grades 9–12) in order to complete part of an academic standard.

Reading the Social Studies Standards and Benchmarks

Each benchmark has a four-digit code, which includes the grade level, strand, standard and benchmark.



Citizenship and Government Strand Anchor Standards

Anchor Standard One: Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.

Anchor Standard Two: Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.

Anchor Standard Three: Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.

Anchor Standard Four: Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.

Anchor Standard Five: Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions. Analyze how people and communities take action to solve problems and shape public policy.

Anchor Standard Six: Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.

Anchor Standard One: Civic Skills—Grades K-8

K

- K.1.1.1. Demonstrate civic skills in a classroom that reflect an understanding of civic values by identifying a classroom goal and listing ways that students work together using civic skills to address a need or goal.

1

- 1.1.1.1 Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.

2

- 2.1.1.1 Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.

3

- 3.1.1.1 Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.

4

- 4.1.1.1 Describe how consensus building is used to identify and respond to a community problem.

5

- No benchmark at this level.

6

- 6.1.1.1 Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.

7

- 7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.

8

- 8.1.1.1 Participate in civil discourse on contemporary global issues in the world and evaluate arguments including identifying pros and cons.

Anchor Standard One: Civic Skills- High School

- 9.1.1.1 Demonstrate civic skills that enable people to be informed on current issues in order to monitor and influence state, local tribal, national or international affairs.
- 9.1.1.2 Demonstrate the skills necessary to participate in the election process and evaluate how access to voting is impacted by law and application of law.
- 9.1.1.3 Curate and evaluate various sources of information and forms of political persuasion, including digital, for validity, accuracy, ideology, emotional appeals, bias and prejudice.

Anchor Standard Two: Democratic Values and Principles—Grades K-8

K

- K.1.2.1 Consider and describe ways group members show they belong to the group.

1

- 1.1.2.1 Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.

2

- 2.1.2.1 Describe how voting and elections exemplify democratic principles, including, but not limited to, equality, freedom, fairness, respect for individual rights, citizen participation, majority rule and accepting the results of an election.

3

- No benchmark at this level.

4

- 4.1.2.1 Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact the classroom.

5

- 5.1.2.1 Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.

6

- 6.1.2.1 Locate a democratic principle embodied in the Constitution of the State of Minnesota or in one of Minnesota's Tribal Nations' constitutions. Summarize the concept of federalism and describe the relationship between the powers of the federal and state governments.

7

- 7.1.2.1 Evaluate how well principles expressed in the Declaration of Independence and preamble to the U.S. Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.

8

- 8.1.2.1 Identify and evaluate democratic principles in different world constitutions. Compare and contrast various systems of government and their methods of maintaining order and/or control.

Anchor Standard Two: Democratic Values and Principles High School

- 9.1.2.1 Analyze the foundational ideas of the United States government embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights.
- 9.1.2.2 Explain the significance of democratic values and principles to well-functioning democratic processes and elections.
- 9.1.2.3 Analyze current tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the tension between liberty and equality at all levels.

Anchor Standard Three: Rights and Responsibilities—Grades K-8

K

- K.1.3.1 List personal group associations and name personal roles and responsibilities to each of those groups.

1

- 1.1.3.1 List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.

2

- 2.1.3.1 Compare and contrast student rules, rights and responsibilities at school and at home. Explain the importance of following rules. Discuss what to do when a rule is not fair.

3

- 3.1.3.1 Explain the principles of majority rule with minority rights and describe how civil discourse supports respect for diverse viewpoints.

4

- No benchmark at this level.

5

- 5.1.3.1 Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.

6

- 6.1.3.1 Summarize the concept of citizenship in the United States, explain how individuals become citizens by birth or naturalization, and compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.

7

- 7.1.3.1 Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections. Explain how these decisions helped define the scope and limits of personal, political and economic rights.

8

- 8.1.3.1 Analyze the role of the Universal Declaration of Human Rights (UDHR) and non-governmental organizations in how human rights have been addressed in different countries.

Anchor Standard Three: Rights and Responsibilities High School

- 9.1.3.1 Compare rights in the U.S. Constitution and the Bill of Rights and subsequent amendments, the rights in the Constitution of the State of Minnesota, and the Universal Declaration of Human Rights.
- 9.1.3.2 Explain the scope and limits of rights protected by the First and Second Amendments. Explain changes created by legislative action and court interpretation.
- 9.1.3.3 Explain the scope and limits of rights of the accused pretrial under the Fourth and Fifth Amendments. Explain changes created by legislative action and court interpretation.
- 9.1.3.4 Explain the scope and limits of rights of the accused during trial and punishment under the Sixth and Eighth Amendments. Explain changes created by legislative action and court interpretation.
- 9.1.3.5 Evaluate the current and historical interpretations of the principles of due process and equal protection of the law in the 14th Amendment. Analyze evolving civil rights in legislative action and court interpretation.
- 9.1.3.6 Explain the responsibilities and duties for all individuals in a republic.
- 9.1.3.7 Explain how citizenship processes, requirements and duties are established by law. Evaluate the struggle for citizenship since the founding period.

Anchor Standard Four: Governmental Institutions and Processes—Grades K-8

K

- K.1.4.1 Identify examples of rules in the school and neighborhood community and explain why they exist. Describe incentives for following rules and consequences for breaking rules.

1

- 1.1.4.1 Identify characteristics of effective rules and participate in a process to establish classroom rules.
- 1.1.4.2 Explain how voting determines who will be president and vice president and identify the president and vice president.

2

- 2.1.4.1 Identify a level of government and describe the role it serves in the lives of community members.

3

- 3.1.4.1 Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.

4

- 4.1.4.1 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation. Name some current leaders who function in these roles and explain how they are selected.

5

- 5.1.4.1 Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.

6

- 6.1.4.1 Identify the purpose of the Constitution of the State of Minnesota and explain how the Constitution of the State of Minnesota organizes state government and authorizes local government (county, city, school board and township). Compare and contrast the ways state and local government are funded.
- 6.1.4.2 Describe the goals, offenses, penalties, long-term consequences and privacy concerns of Minnesota's juvenile justice system and evaluate the impact on youth, including those from historically disenfranchised groups.

7

- 7.1.4.1 Describe how laws are created. Classify the differences between civil, criminal, tribal and juvenile law. Give examples of local, state, federal and tribal laws. Describe the constitutional amendment process and the impact of voting amendments to explain changes in voting laws and election processes.

8

- 8.1.4.1 Compare and contrast the structures, foundations, powers, alliances and limitations of the United States government with the United Nations.

Anchor Standard Four: Governmental Institutions and Processes High School

- 9.1.4.1 Evaluate federalism and 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. Distinguish between those powers and the powers retained by the people and the states.
- 9.1.4.2 Analyze the purposes, organization, functions and processes of the legislative branch as enumerated in Article 1 of the U.S. Constitution.
- 9.1.4.3 Analyze the purposes, organization, functions and processes of the executive branch as enumerated in Article 2 of the U.S. Constitution.
- 9.1.4.4. Analyze the purposes, organization, functions and processes of the judicial branch as enumerated in Article 3 of the U.S. Constitution.
- 9.1.4.5 Analyze how the United States political system is shaped by elections and the election process and procedures involved in voting.
- 9.1.4.6 Describe the purposes, types and sources of laws and rules. Evaluate their impact.
- 9.1.4.7 Explain the powers and operations of the State of Minnesota government as defined in its constitution and its relationship with the federal government and Tribal governments.
- 9.1.4.8 Explain the powers and operations of local government in Minnesota.
- 9.1.4.9 Compare and contrast the budgets of the United States and Minnesota governments, describing the major sources of revenue and categories of spending for each.
- 9.1.4.10 Explain how individuals, corporations, cooperatives, labor, civic groups and/or other groups influence United States foreign policy.
- 9.1.4.11 Explain the role of international law in world affairs. Evaluate the impact of the participation of nation states in international organizations.

Anchor Standard Five: Public Policy—Grades K-8

K

- No benchmark at this level.

1

- No benchmark at this level.

2

- No benchmark at this level.

3

- 3.1.5.1 Identify a local public problem and describe ways individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.

4

- 4.1.5.1 Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.

5

- No benchmark at this level.

6

- No benchmark at this level.

7

- 7.1.5.1 Explain how political parties, interest groups, various types of media and public opinion shape public policy formation.

8

- 8.1.5.1 Explain why governments belong to different types of alliances and international organizations, and describe how they influence public policy.

Anchor Standard Five: Public Policy High School

- 9.1.5.1 Analyze the impact of political parties on elections and public policy formation.
- 9.1.5.2 Analyze the role of interest groups, various types of media and public opinion on the political process and public policy formation.
- 9.1.5.3 Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

Anchor Standard Six: Tribal Nations—Grades K-8

K

- No benchmark at this level.

1

- 1.1.6.1 Identify a Tribal Nation in Minnesota and list what unites the members as a nation.

2

- 2.1.6.1 Describe how tribal government structures govern the affairs of the nation.

3

- 3.1.6.1 Locate the 11 Tribal Nations of Minnesota and describe how Tribal Nations interact with local or state government.

4

- 4.1.6.1 Locate areas inhabited by Indigenous people united by language and similar ways of life in North America and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.

5

- 5.1.6.1 Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.

6

- 6.1.6.1 Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.

7

- 7.1.6.1 Explain the impacts of treaties and policies from the perspectives of the United States and Tribal Nations and analyze ways in which Tribal Nations are seeking to enforce treaty rights.

8

- 8.1.6.1 Compare the values, principles and rights in tribal constitutions with the U.S. Constitution.

Anchor Standard Six: Tribal Nations High School

- 9.1.6.1 Evaluate the unique political status of Tribal Nations in relation to the United States.
- 9.1.6.2 Compare and contrast trust relationships between Tribal Nations and Minnesota's state and local governments, United States government and governments of other nations.
- 9.1.6.3 Compare and contrast governing structures of Tribal Nations within Minnesota and the United States.
- 9.1.6.4 Examine contemporary challenges and successes regarding Tribal Nations and the United States government (local, state, federal).