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Correlated to:
Minnesota Academic Standards in History and Social Studies,
(Grades 9-12)

MINNESOTA ACADEMIC STANDARDS, HISTORY AND SOCIAL STUDIES	PRENTICE HALL MAGRUDER'S AMERICAN GOVERNMENT © 2010
GRADES 9-12	
VII. GOVERNMENT AND CITIZENSHIP	
A. Civic Values, Skills, Rights and Responsibilities	
Standards	
The student will understand the scope and limits of rights, the relationship among them, and how they are secured.	
Benchmarks	
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/TE: Minnesota: voting rights in, 154, 156, 157, first amendment rights in, 555, 562, Supreme Court cases in, 582, 586; also see: Bill of Rights (U.S.), C16–C17, 60, 80, 81, 82, 549, creation of, 546–547, federalism and, 548–550; U.S. Constitution, amending, 78–83; Amendments 86, 88, 91, 95, 96, 99, 103, 153, 154, 155, 157, 158, 161, 163, 164–165, 166, 189, 270, 271, 278, 282–283, 300, 309, 318, 319, 367, 370, 371, 373, 375, 376, 389, 390, 397, 420, 458, 547, 548–549, 549–550, 550, 553, 557–559, 569, 578, 583–585, 585, 586, 587, 589, 591, 594, 595, 596–598, 598, 602, 603, 604, 607, 613, 618, 622, 628, 630, 632, 633, 684, 715–716, 753, 761, 807, 808, 809, 810, 811, 812, 813, 814, 815
2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation.	SE/TE: Brown v. Board of Education, 21, 77, 251, 257, 527; Miranda v. Arizona, 77, 598, 599, 600–601; Civil Rights Act (1960), 165; Civil Rights Act (1964), 165–166, 298, 314, 528, 547, 584, 613, 617, 620, 626–627, 628; Title IX, 315, 626, 627, 629; Civil Rights Act (1957), 352; Schenck v. United States, 548, 560; Texas v. Johnson, 566–567; Civil Rights Act (1866), 584; Gitlow v. New York, 549, 550; Engel v. Vitale, 552; Gideon v. Wainwright, 597–598, 809; Hazelwood School District v. Kuhlmeier, 563; Katz v. United States, 589; Civil Rights Act (1965), 613; Civil Rights Act (1968), 626; Affirmative action, 627–630; also see: Civil Rights: Equal Justice Under Law, 592–593; Diversity and Discrimination in American Society, 594–600; Equality Before the Law, 601–603; Federal Civil Rights Laws, 608–612; American Citizenship, 613–619; Chapter Assessment, 620–621
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.	SE/TE: Fourteenth Amendment, C19, 80, 83, 103, 155, 157, 161, 163, 189, 390, 547, 549–550, 557–559, 569, 578, 598, 603, 604, 607, 622, 628, 630, 632, 633, 684, 715–716, 753, 761, 807, 808, 809, 810, 811, 812, 814

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A. Civic Values, Skills, Rights and Responsibilities	
Standards	
The student will know how citizenship is defined, established, and exercised and how it has changed over time.	
Benchmarks	
1. Students will define citizenship and describe the processes by which individuals become United States citizens.	SE/TE: American citizenship, 632–638; also see: citizenship, 80, 83, 548; naturalization and, 309
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.	SE/TE: Citizenship by naturalization and by birth, 632, 633–634; also see: Citizenship and Immigration Services, U.S., 406, 494; loss of citizenship, 634–635
A. Civic Values, Skills, Rights and Responsibilities	
Standards	
The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.	
Benchmarks	
1. Students will demonstrate the ability to use the print and electronic media to do research and analyze data.	SE/TE: Apply What You've Learned, 26, 64, 90, 116, 148, 180, 210, 238, 262, 292, 326, 358, 396, 422, 452, 478, 514, 542, 574, 608, 640, 674, 702, 738, 768
2. Students will compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.	SE/TE: Document-Based Assessment, 27, 65, 91, 117, 149, 181, 211, 239, 263, 293, 327, 359, 397, 423, 453, 479, 515, 543, 575, 609, 641, 675, 703, 739, 769; also see: Political Cartoons, 9, 11, 22, 26, 37, 38, 61, 64, 70, 83, 90, 101, 116, 129, 131, 133, 143, 148, 149, 172, 176, 180, 181, 185, 207, 210, 218, 222, 234, 238, 239, 243, 260, 262, 263, 264, 278, 284, 289, 292, 300, 316, 324, 327, 336, 348, 358, 359, 360, 372, 380, 393, 396, 397, 402, 408, 422, 427, 448, 452, 475, 478, 483, 497, 514, 516, 533, 539, 542, 574, 575, 580, 603, 608, 609, 616, 638, 640, 642, 650, 658, 674, 687, 702, 703, 722, 735, 738, 739, 768, 769
3. Students will know and analyze the points of access and influence people can use to affect elections and public policy decisions.	SE/TE: Working on a Political Campaign, 141; Voter Behavior, 170–178; Casting Your Vote, 169; The Formation of Public Opinion, 214–219; Measuring Public Opinion, 220–226; also see: Interest groups, 240–241, 242–246, 247–252, 253, 254–260; Lobbyists, 253, 254–257, 263, 331, 341, 470

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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/TE: "Citizenship 101," 19, 84, 141, 169, 227, 272, 369, 472, 568, 631, 652, 731
B. Beliefs and Principles of United States Democracy	
Standards	
The student will demonstrate knowledge and understanding of the principles upon which the U.S. government is based.	
Benchmarks	
1. Students will define and provide examples of fundamental principles and core values of American political and civic life.	SE/TE: Limited government, 9, 31, 41, 42, 57, 69–70, 94, 232, 296, 547–548, 583, 680, 709, 710; Representative democracy, 13; Majority rule, 20–21; Rule of law, 30, 70, 651; Representative government, 31, 57, 103–104, 747; Checks and balances, 57, 71, 72–73, 417, 794–796; Separation of powers, 57, 70–72, 523, 653, 815; Popular sovereignty, 68, 69, 70, 80; Federalism, 71, 74–75, 80, 94–96, 101–102, 143, 269, 378, 522, 548–550
2. Students will evaluate how the Constitution both preserves fundamental societal values and responds to changing circumstances and beliefs.	SE/TE: Constitution Study Guide: Amendments, C1, C16–C23; U.S. Constitution, amending, 78–83; also see: Amendments 56, 86, 88, 91, 95, 96, 99, 103, 153, 154, 155, 157, 158, 161, 163, 164–165, 166, 189, 270, 271, 278, 282–283, 300, 309, 318, 319, 367, 370, 371, 373, 375, 376, 389, 390, 397, 420, 458, 547, 548–549, 549–550, 550, 553, 557–559, 569, 578, 583–585, 585, 586, 587, 589, 591, 594, 595, 596–598, 598, 602, 603, 604, 607, 613, 618, 622, 628, 630, 632, 633, 684, 715–716, 753, 761, 807, 808, 809, 810, 811, 812, 813, 814, 815

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3. Students will evaluate how well the federal and state governments protect individual rights and promote the general welfare.	SE/TE: Majority rule, 20–21; Rule of law, 30, 70, 651; Civil Rights: Equal Justice Under Law, 592–593; Diversity and Discrimination in American Society, 594–600; Equality Before the Law, 601–603; Federal Civil Rights Laws, 608–612; American Citizenship, 613–619; Chapter Assessment, 620–621; also see: Title IX, 315, 626, 627, 629; Civil Rights Act (1960), 165; Voting Rights Acts, 153, 154, 157, 162, 166–167, 168, 197, 356, 528, 626, 812; Suffrage and Civil Rights, 164–168; Civil Rights Act (1964), 298, 314, 528, 547, 584, 613, 617, 620, 626–627, 628; Civil Americans with Disabilities Act (1990), 299, 629; Individuals with Disabilities Education Act (IDEA), 315, 629; Rights Act (1957), 352; Civil Rights Act (1866), 584; Civil Rights Act (1965), 613; Civil Rights Act (1968), 626
4. Students will compare the philosophy, structure, and operations of governments of other countries with the U.S. government.	SE/TE: Comparative political systems, 644–645; Historical Political Systems, 646–651; Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; World Democracies Today, 666–672
B. Beliefs and Principles of United States Democracy	
Standards	
The student will know sources of power and authority of United States government.	
Benchmarks	
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/TE: Popular sovereignty, 68, 69, 70, 80; also see: Representative democracy, 13; Majority rule, 20–21; Representative government, 31, 57, 103–104, 747
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/TE: Federalism: Powers Divided, 94–102; The National Government and the 50 States, 103–109; Delegated powers, 296–297; Other Expressed Powers, 304–309
3. Students will distinguish between the powers granted to the government and those retained by the people.	SE/TE: Representative democracy, 13; Majority rule, 20–21; Representative government, 31, 57, 103–104, 747; also see: Limited government, 9, 31, 41, 42, 57, 69–70, 94, 232, 296, 547–548, 583, 680, 709, 710; Popular sovereignty, 68, 69, 70, 80
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/TE: Limited government, 9, 31, 41, 42, 57, 69–70, 94, 232, 296, 547–548, 583, 680, 709, 710; Majority rule, 20–21

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B. Beliefs and Principles of United States Democracy	
Standards	
The student will understand tensions that exist between key principles of government in the United States.	
Benchmarks	
1. Students will explain the current and historical interpretations of the principle of equal protection of the law.	SE/TE: Equal Protection Clause, 155, 157, 161, 163, 390, 618–620, 622, 629, 630, 715–716, 761–762, 808, 810, 812
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/TE: Balancing Security and Liberty, 591; Majority rule, 20–21; Rule of law, 30, 70, 651; Civil Rights: Equal Justice Under Law, 592–593; Diversity and Discrimination in American Society, 594–600; Equality Before the Law, 601–603; Federal Civil Rights Laws, 608–612; American Citizenship, 613–619; Chapter Assessment, 620–621; also see: Title IX, 315, 626, 627, 629; Civil Rights Act (1960), 165; Voting Rights Acts, 153, 154, 157, 162, 166–167, 168, 197, 356, 528, 626, 812; Suffrage and Civil Rights, 164–168; Civil Rights Act (1964), 298, 314, 528,; 547, 584, 613, 617, 620, 626–627, 628; Civil Americans with Disabilities Act (1990), 299, 629; Individuals with Disabilities Education Act (IDEA), 315, 629; Rights Act (1957), 352; Civil Rights Act (1866), 584; Civil Rights Act (1965), 613; Civil Rights Act (1968), 626
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/TE: Preamble, C2, 9–10, 68, 69
4. Students will analyze the role of civil disobedience in the United States.	SE/TE: Civil disobedience, 569–570; also see: Suffrage and Civil Rights, 164–168
C. Roots of the Republic	
Standards	
The student will understand the forces that impacted the founding of the United States	
Benchmarks	
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/TE: Our Political Beginnings, 30–34; also see: Magna Carta, 580 654, 666, 781; Mayflower Compact, 782
2. Students will recognize and analyze the impact of early documents on the development of the government of the United States.	SE/TE: English Bill of Rights, 32; Mayflower Compact, 32, 38, 782; Magna Carta, 31, 32, 580 654, 666, 781

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3. Students will explain how key principles of the United States government were modeled after other political philosophies.	SE/TE: Basic Concepts of Democracy, 20–25; Our Political Beginnings, 30–34; also see philosophers by name: Hobbes, Thomas, 7, 8, 653; Locke, John, 8, 9, 33, 38, 55, 653, 784; Rousseau, Jean Jacques, 8, 54, 55, 785; Montesquieu, Baron de, 40, 55, 653
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/TE: The Coming of Independence, 36–43; The Critical Period, 48–51
C. Roots of the Republic	
Standards	
The student will demonstrate knowledge of the continuing impact of the Declaration of Independence in the U.S. and worldwide.	
Benchmarks	
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/TE: Declaration of Independence, 9, 36, 39, 40–41, 43–47, 53; also see: Jefferson and, 400; Declaration of Independence and individual rights , 546–547; Locke and, 653
2. Students will make comparisons of the Declaration of Independence to other documents that used it as a source of reference and inspiration.	SE/TE: For related content see: French Revolution, 654, 655, 660
C. Roots of the Republic	
Standards	
The student will understand the process of creating the U.S. Constitution.	
Benchmarks	
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/TE: The Critical Period, 48–51; Creating the Constitution, 52–58
2. Students will analyze the debate over ratification of the Constitution.	SE/TE: Ratifying the Constitution, 59–62; also see: The Federalist, 243–244, 269, 417, 427, 520, 543
C. Roots of the Republic	
Standards	
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.	
Benchmarks	
1. Students will describe the development and ratification of the Bill of Rights.	SE/TE: Bill of Rights (U.S.), C16–C17, 60, 80, 81, 82, 549, creation of, 546–547, federalism and, 548–550

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2. Students will describe the events leading to later amendments.	SE/TE: Constitution Study Guide: Amendments, C1, C16–C23; U.S. Constitution, amending, 78–83; Amendments 86, 88, 91, 95, 96, 99, 103, 153, 154, 155, 157, 158, 161, 163, 164–165, 166, 189, 270, 271, 278, 282–283, 300, 309, 318, 319, 367, 370, 371, 373, 375, 376, 389, 390, 397, 420, 458, 547, 548–549, 549–550, 550, 553, 557–559, 569, 578, 583–585, 585, 586, 587, 589, 591, 594, 595, 596–598, 598, 602, 603, 604, 607, 613, 618, 622, 628, 630, 632, 633, 684, 715–716, 753, 761, 807, 808, 809, 810, 811, 812, 813, 814, 815
3. Students will describe the development of the Supreme Court's function in interpreting the Constitution.	SE/TE: Landmark Decisions of the Supreme Court, xvii, 76–77, 310–311, 410–411, 600–601, 624–625; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619; The Supreme Court, 532–537; also see: Supreme Court Cases, 21, 22, 76–77, 77, 80, 82–83, 87, 96, 101–102, 104, 107, 112, 113–114, 114, 155, 157, 161, 162, 163, 165, 166, 167, 168, 207, 250, 276, 278, 280, 297–298, 299, 303, 304, 308, 310–311, 314, 315, 316, 356, 390, 402, 408–409, 410–411, 413, 419, 420, 458, 527, 533–534, 539, 547, 548, 550, 552, 553, 554–555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565–567, 569, 570–571, 572, 579, 581–582, 585, 586–587, 588, 589, 593, 595, 596, 599, 600–601, 602, 603, 604–605, 619–620, 624, 628, 706, 715–716, 716, 753, 761, 809, 811, 812
D. Governmental Processes and Institutions	
Standards	
The student will know how the U.S. Constitution seeks to prevent the abuse of power.	
Benchmarks	
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/TE: Checks and balances, 57, 71, 72–73, 417, 794–796; Separation of powers, 57, 70–72, 523, 653, 815
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/TE: Federalism, 71, 74–75, 80, 94–96, 101–102, 143, 269, 378, 522, 548–550

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3. Students will explain the process of amending the U.S. Constitution.	SE/TE: U.S. Constitution, amending, 78–83; also see: Constitution Study Guide: Amendments, C1, C16–C23; Amendments 86, 88, 91, 95, 96, 99, 103, 153, 154, 155, 157, 158, 161, 163, 164–165, 166, 189, 270, 271, 278, 282–283, 300, 309, 318, 319, 367, 370, 371, 373, 375, 376, 389, 390, 397, 420, 458, 547, 548–549, 549–550, 550, 553, 557–559, 569, 578, 583–585, 585, 586, 587, 589, 591, 594, 595, 596–598, 598, 602, 603, 604, 607, 613, 618, 622, 628, 630, 632, 633, 684, 715–716, 753, 761, 807, 808, 809, 810, 811, 812, 813, 814, 815
D. Governmental Processes and Institutions	
Standards	
The student will understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.	
Benchmarks	
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/TE: Legislative Branch (Constitution), C2–C9; Law-Making Process (Constitution), C5; Veto, 72, 289, 356, 418–419; Committees of Congress, 287–288, 336–337, 340–341; Making the Law: The House, 343–349; Making a Law: The Senate, 351–356; Conference committees, 342, 353, 356; Filibuster, 350, 352–353, 626
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/TE: Executive Branch (Constitution), C9–C11; The President's Job Description, 364–368; The Growth of Presidential Power, 400–403; Expanding Presidential Powers, 404; The Executive Powers, 405–409; Diplomatic and Military Powers, 412–416; Legislative and Judicial Powers, 417–420; Executive Office of the President, 431–434; The Cabinet Departments, 435–440
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/TE: Judicial Department, C11–C12; Judicial review, 71, 73–74, 76–77, 87, 532, 534, 549, 563, 710; The Federal Court System, 518–519; The National Judiciary, 520–526; Judicial Restraint vs. Activism, 527; The Supreme Court, 532–537

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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/TE: Please note this standard encompasses entire portions of the program including Supreme Court decisions, policy-making bodies, the amendment process and other ways in which the United States government shapes and reacts to public policy. Here is a representative sample of coverage of these issues in the program: Constitution Study Guide: Amendments, C1, C16–C23; Judicial review, 71, 73–74, 87, 532, 534, 549, 563, 710; Landmark Decisions of the Supreme Court, xvii, 76–77, 310–311, 410–411, 600–601, 624–625; U.S. Constitution, amending, 78–83; Supreme Court-at-a-Glance, 390, 562, 588, 597, 619; The Supreme Court, 532–537
D. Governmental Processes and Institutions	
Standards	
The student will understand the sovereign status of American Indian Nations.	
Benchmarks	
1. Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.	SE/TE: Native Americans: system of government and, 32, voting rights of, 168, first amendment rights of, 557, discrimination against, 613–614, 619, tribal government, 745–746, 746
D. Governmental Processes and Institutions	
Standards	
The student will understand the role and influence of political processes and organizations.	
Benchmarks	
1. Students will describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.	SE/TE: Minnesota: voting rights in, 154, 156, 157, elections in, 191, 388, 391; also see: The Electoral Process, 182–183; The Nominating Process, 184–192; Elections, 193–199; Money and elections, 201–208
2. Students will examine the impact of American political parties and on elections and public policy.	SE/TE: Political Parties, 120–121, 122–129, 130–136, 137–140, 142–146; Working on a Political Campaign, 141
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/TE: Mass Media and Public Opinion, 212–213; The Formation of Public Opinion, 214–219; Measuring Public Opinion, 220–226; Conducting a Poll, 227; The Mass Media, 228–236; Interest groups, 240–241, 242–246, 247–252, 253, 254–260; Lobbyists, 253, 254–257, 263, 331, 341, 470

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D. Governmental Processes and Institutions	
Standards	
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	
1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.	SE/TE: Comparative political systems, 644–645; Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; World Democracies Today, 666–672
2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government.	SE/TE: Comparative political systems, 644–645; Ideas and Revolutions, 653–660; Transitions to Democracy, 661–665; World Democracies Today, 666–672
3. Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.	SE/TE: Foreign policy, 304, 365, 483, 484, 485, 495–496, 497–499, , 500, 501–503, 505, 506–507, 515
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/TE: Foreign policy, 304, 365, 483, 484, 485, 495–496, 497–499, , 500, 501–503, 505, 506–507, 515; Foreign trade, 56, 696–697, 698
5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.	SE/TE: International law, 309; North American Free Trade Agreement (NAFTA), 323, 672, 692, 695, 697, 700; North Atlantic Treaty Organization (NATO), 416, 486; United Nations, 498, 500, 507–511; North Atlantic Treaty Organization, 506–507; United Nations Educational, Scientific, and Cultural Organization (UNESCO), 510
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.	SE/TE: For related content see: Global economy, 693–700; also see: Minnesota, immigrants in, 636
D. Governmental Processes and Institutions	
Standards	
The student will understand Minnesota state and local government structure and political processes.	
Benchmarks	
1. Students will examine the structure and process of Minnesota Government as created by the Minnesota Constitution.	SE/TE: For related content see: State Legislatures, 714–719; The Governor and State Administration, 720–726; Law Applied in State Courts, 727–730; State Courts and Their Judges, 732–736; State Taxation and Spending, 760; Financing State and Local Government, 761–766; also see: Minnesota: courts in, 529, 735, Supreme Court cases in, 582, 586, state legislature of, 715
2. Students will compare the Minnesota Constitution with the U.S. Constitution.	SE/TE: For related content see: State constitutions, 708–713

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3. Students will describe powers, features, and procedures of local government in Minnesota.	SE/TE: For related content see: Counties, Towns, and Townships, 742–748; Cities and Metropolitan Areas, 749–755; Providing Vital Services, 756–759; Financing State and Local Government, 761–766

Reference: <http://education.state.mn.us/content/072571.pdf>